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ABSTRACT

This report is a result of a four week In-Service Training Program conducted by the Henderson County-Henderson City School Systems to assist in achieving successful total desegregation under the provisions of Title IV of the Civil Rights Act of 1964. This program was designed to assist in solving the special educational problems for the 1965-66 school year which are occasioned by complete desegregation of the faculty, staff, and students. The primary purpose of the program reported was to effect smooth transition and assimilation of teachers and students who have not yet been integrated in the two systems. The training program attempted to achieve greater understanding, improve communication, and make more effective human relations within the various working groups by identifying special educational problems arising as a result of total behavior patterns and attitudes of the disadvantaged child. [Not available in hard copy due to marginal legibility of original document.] (JM)

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COVER SHEET

(a) An In-Service Program to assist the Henderson City and Henderson County School systems in achieving successful total desegregation.

(b) Multi-Authored by the In-Service Staff (See Appendix)

(c) Grant - to - School-Board Number OE 36-27-E009 P.L. 88-352, Title Iv, Section 405, The Civil Rights Act of 1964.

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(f) The Project Reported Herein Was Supported by a Grant
from the
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

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ABSTRACT

The In-Service program to assist the Henderson City and Henderson County school systems in achieving successful total desegregation was in session for four weeks with eighty enrollees from the two school systems in session from 9:00 AM - 3:00 PM. Other special group meetings were held as needed following the regular sessions.

The In-Service Staff was composed of five consultants, eight group leaders, and four resource people from outside the local system.

This service was made possible by Grant— to School-Board Number OE35-27-E009-PL88-352, Title IV, Section 405: The Civil Right of 1964.

The program directors were C. Tom Roll, Guidance Counselor of Henderson County High School, and Leona Smith, General Supervisor of Henderson City Schools.

The Project Reported Herein was Supported by a Grant from the U.S. DEPARTMENT OF HEALTH, EDUCATION;AND WELFARE, Office of Education.

The purpose of the program was to achieve greater understanding, improve communication, and make more effective human relations within the various working groups. These purpose would be achieved by identifying special educational problems arising as a result of total behavior patterns and attitudes of the disadvantaged child, providing insights necessary to cope with disciplinary problems arising from lack of understanding and assisting in implementing a program of extra—curriculor activities.

The procedures used were classroom lectures by consultants and resource people, task groups to develop working papers, attitudinal groups for attitudinal exploration by participants, a field trip to the Breckinridge Job Corp Center and an open forum each Friday by enrollees, consultants,and resource people.

The results of the four weeks program are indicative of the changes that were made in the feelings of teachers both Negro and white about themselves, each other, and the culturally disadvantaged child. This is rather subjective as it came in great part from informal meetings between the staff and enrollees. The results of the tests also indicates a movement in a less prejudiced direction toward the Negroes.

The conclusion of the two superintendents of the systems, the directors, staff and enrollees was that it had been a most fruitful In-Service program with the desired outcome evident to a significant degree and that the teachers who were part of the program showed evidence of being able to function better in school situations.

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INTRODUCTION

The following report is a result of a four week In-Service Training Program conducted by the Henderson County-Henderson City School Systems to assist in achieving successful total desegregation under the provisions of Title IV, Section 405, of Public Law 88-352, The Civil Rights Act of 1964 and supported by Grant No. OE36-27-E009 from the U. S. Department of Health, Education and Welfare, Office of Education.

This program was designed to assist in solving the special educational problems for the 1965-66 school year which are occasioned by complete desegregation of the faculty, staff, and students of the Henderson County-Henderson City School Systems. The primary purpose of the program reported herein was to effect a smooth transition and assimilation of teachers and students who have not yet been integrated in the two systems.

The procedures (which are described in detail in Section II of this report) employed in this program were conducted by the two school systems with the assistance of five consultants, eight group leaders, and four resource persons who came from outside the systems. The only local members of the instructional staff were the co-directors (one from each system).

The general content of the program consisted of experiences designed to improve the teaching skills of the participants in relation to the culturally deprived student. The participants were expected to develop new or modify existing instructional materials for use with the above mentioned students. The consultants were expected to provide new information to the participants concerning socio-economic aspects of the desegregated student, effective administrative procedures and policies within the desegregated school and to review existing instructional material available for use in enriching the curriculum.

The consultants, with the help of the group leaders, were expected to assist the enrollees in the preparation of working papers by grade level task groups. These are explained in detail in another section of this report.

The group leaders were also expected to provide a climate in which their group members could examine their existing personal constructs and attitudes and hopefully integrate the new information received into their behavioral and attitudinal patterns.

The general methods of instruction were as follows:

The 80 enrollees were divided into four lecture groups which met with each of the consultants one morning per week in a typical classroom setting or a total of four mornings within the training period. The lecture groups also met twice weekly as a task group to develop the above mentioned working papers.

The 80 enrollees were also divided into eight sub-groups which met three times weekly with only the group and their group leader present. It was intended that these groups deal primarily with attitudinal aspects of the members. Each Friday panels were utilized as described in another section of this report. The staff and enrollees took one field trip, this being a visit to the Camp Breckenridge "Job Corp" site.

THE LECTURE GROUPS

It was assumed that knowledge is a necessary requisite to attitudinal and behavioral change. The lecture phase of the program was designed to provide relevant and useful information for the participants of the institute. The choice of specific informational areas was based on the needs and concerns of school personnel in relation to the purposes of the institute. As these purposes and concerns were examined, it seemed that certain academic and professional content areas were logically related in such a way as to afford a conceptual and theoretical framework for the program. Consequently, the lecture material was organized into four areas of specific concern: (1) The Behavioral Sciences, (2) Educational Administration, (3) Educational Psychology, and (4) Curriculum and Materials. Consultants in each of these four areas were responsible for a series of lectures in his field of specialization with assistance from a special Negro Consultant who divided his time among the groups.

The members of the institute were divided into four lecture groups of approximately twenty members each. The divisions were made on the basis of their grade-level teaching assignments so that group A was composed of High School teachers, group B Junior High teachers, group C teachers of grades 4,5 and 6 and group D teachers of grades 1, 2, and 3. School principals were interspersed within the four groups.

Each consultant lectured a total of twelve hours to each group. The lecture periods were arranged in three hour blocks of time with the consultant lecturing to each group three hours each week in totating order. Thus, the consultant would lecture to Group A on Monday morning for three hours, Group B on Tuesday morning, Group C on Wednesday morning and Group D on Thursday morning. In this manner, each consultant would lecture to each group one time each week during the four weeks of the institute.

The following portion of this report contains a brief summary of the topics that were discussed by each of the consultants plus a capsule description of each consultant's background.

The behavioral scientist has been involved in education for the past fifteen years, and has taught at the elementary, high school, and college levels, His interest and specialization areas are the social foundations of education.

The lectures were organized into four primary categories, (1) Philosophical concerns, (2) Sociological concerns, (3) Anthropological concerns, and (4) Practical Methods and Procedures that might be used by school personnel in the solution of educational and social problems.

In the first category, different philosophical positions were examined. This was done in order to explore the relationships between different philosophical positions and actual behavior and beliefs that are cogent to the school and the school philosophy.

Within this category, an attempt was made to examine the idea of freedom and to translate abstract notions of freedom into concrete dimensions appropriate to individuals and groups.

In the area of sociological concern, the nature and causes of prejudice were discussed. The school as a social institution was examined with special emphasis placed on the relationships between the individual and group. Ethnocentrism and sub-cultural organization were discussed at some length.

Anthropological concepts were presented to each of the lecture groups. Theories concerning the origin of race were examined along with a discussion of racial characteristics. Also, some specific cultural groups were compared and contrasted. Especial emphasis was given to the impact of culture as it impenges on the individual in terms of values and patterns of organization.

The fourth category focused on the ways that the data of the behavioral sciences may be used in practical situations. One of the chief concerns at this point was to convey to the enrollees the relationships between theory and practice and to provide concrete techniques that could be used in the school situation.

The consultant in educational administration has been actively engaged in education for the past sixteen years. He has been a high school principal.

The lectures were organized into three broad categories. These categories were designed to explore different relationships within the educational process.

The initial series of lectures dealt with the relationships between faculty members and school administrators with special emphasis being placed on the responsibilities these individuals have to each other. The function, responsibilities, and the duties of administrative personnel and faculty members were defined. The legal and moral aspects of the problem of staff assignments were examined.

The next concern of the consultant in educational administration involved a candid appraisal of the problems that might be encountered as a result of complete faculty and student desegregation. At this point, certain administrative techniques were suggested that might facilitate the desegregation process and insure a minimum of disruption within the school program.

The final concern involved an analysis of the problems of the culturally deprived student. Considerable time was devoted to the challenge that the low-achiever offers to the educator.

The entire series of lectures was predicated on the assumption that an entirely new philosophy of education is needed that will provide for the needs of the culturally deprived child. In the absence of a completely revised educational program, solutions to the problems of the culturally deprived are improbable.

The consultant in educational psychology has had his experience in education at the college level. Association with the campus began thirteen years ago as a minister and counselor to students. For the past eight years the experience have been that of teaching, counseling, and directing the counseling services of liberal arts college where more than a third of the students are in teacher education.

The lectures in educational psychology presented information having maximal stimulus value for change of attitudes from the area of this specialization. Emphasis was placed on recent findings dealing with the limitations and potentials for change by humans. Each lecture was divided, approximately at the break in the lecture period, into an information phase and an inferences-for-the-classroom phase. This latter was done to assist in the transfer of information to task group and to facilitate the sense of closure for the very practical oriented teachers.

The question presented to the class the first day was "How much can the disadvantage student be changed?" Lecture material was taken from the classical heredity-environment controversy. Flow of evidence was from the effect of environment upon the organism, through the interaction of environment and heredity, to the characteristics of the organism produced. The inferences for education included a through discussion of IQ scores.

A question presented the second session was "How does one differentiate the disadvantaged student with undeveloped potential from one who is working at relatively maximum potential?" Assuming that identification is possible, methods of overcoming the disadvantage were discussed.

A third question was, "What are the goals of education in a democratic society and what are the conditions which will lead to learning?" A behavioral-change definition of learning was accepted. Emphasis was then placed on democratic methods of teaching and upon learning to learn.

Finally, specific educational principles drawn from areas of psychology such as group dynamics and learning theory were presented to give an overall sense of closure to the theoretical material presented in the first series of lectures.

Presentation was slightly altered in addressing the different grade groupings and in responding to the questions which arose from time to time in each group.

The curriculum consultant has a varied background in school work. She has taught in the elementary school, been an elementary principal, taught at the college level and is now remedial reading clinician in the Owensboro City Schools.

The curriculum lectures dealt with reading as the major basis for communication and the major tool for the acquisition of basic information. Reading was the chief topic of discussion in the curriculum area. The lectures were designed to help teachers develop a keener insight into the complex act of learning to read. The characteristics of the disadvantaged child were discussed and these characteristics were related to the problem of reading.

It was noted that the slow learner and the culturally deprived child are often at a marked disadvantage in timed test situations. The advantage of an individual informal reading inventory were pointed out. This type of individual appraisal will pinpoint particular weaknesses and can provide much information from a practical standpoint.

The National Society for the Study of Education's 24th yearbook outlines the five major stages of reading instruction. These stages were explored. It was emphasized that there is no real uniformity of progress due to the uniqueness of each individual capacity to achieve. At each of the five stages it is the teacher's task to provide appropriate learning experiences in the light of the difference that exist, thus encouraging each student to grow to the limits of his capabilities.

It was noted that teachers of the content area subjects are responsible for teaching these special vocabularies, as well as the other skills needed. Leaving the development to chance will not get the job done. The improvement of reading ability is part of the content area curriculum.

It was suggested that a major problem encountered by teachers involves helping students find materials suited to their reading level. A favorable trend is apparent. Many authors of subject area materials are making books easier to read without neglecting content. Each year more materials of high-interest and low-vocabulary level for the retarded and/or reluctant reader are flooding the market. A note of warning must be issued that care needs to be exercised in the choice of the many materials available.

SUMMARY

The results of the various lectures are difficult to evaluate. It is always difficult to assay the impact of information where attitude and behavior change is ovserved. However, it seems that some of the participants used information derived from the lectures in the attitudinal group discussion. Some of the lecture information was evidently meaningful or provocative to the extent that it carried over into other situations. The material presented in the lectures was used extensively by the participants in the task groups. Much of the information was incorporated in to the various task papers. The participants show evidence of having a more sophisticated conception of the various dimensions of the educational process.

TASK GROUP

The Task Groups were charged with the responsibility of developing a working paper in regard to the culturally disadvantaged and/or desegregated child. This paper, it was postulated, could serve as a guide line to the enrollees in the second phase of the program and could function as a stimulator to the thinking and activities of the 75% of the instructional and administrative staffs of the school districts who did not participate in the in-service program.

An additional objective of the working papers was the preservation and dissemination of any information deemed useful or meaningful as resource material for future programs of a like nature.

Within the framework of this program, four task groups were designated and organized for the purpose of preserving some of the thinking and solution possibilities which grew from the interaction of the enrollees with the consultant lectures and from their explorations in the attitudinal groups.

Four groups were developed from the grade levels employed by the Henderson School Systems: Group A—High School (N=28), Group B—Junior High (7-8) (N=15), Group C—Intermediate Grades (N=21), Group D—Primary Grades (N=16).

This particular method of grouping was selected to maxmize the "workability" of the materials developed by the task groups, i.e., although there would be much commonality in the teaching methodologies employed with primary level and high school level students, there would also be significantly divergent maturational and motivational aspects emphasized in the teaching process.

Task groups had two assigned group leaders who worked with them each time they met. These leaders also had responsibilities as leaders of attitudinal groups. The four consultants rotated among the groups to aid in the special emphasis areas.

Enrollees were requested to formulate their thoughts around the desegregated and/or culturally deprived child. The working papers were to result from this assignment. Task groups were orginally scheduled to meet twice weekly. Three groups met three times and one met four. Changes in the workshop itinerary made reduction of the number of task meetings necessary.

The expected materials to be generated from this portion of the program are included in appendices. These working papers are all similar in as much as they sought to describe the culturally disadvantaged child and deal with methods of improving the educational process for such children. The enrollees recommended procedures to be employed in the overall entrancement of the curriculum, and stress the communication and caring aspects of the teacher-student relationship. The fact that the most comprehensive description of the culturally deprived child is one that depicts a person in need of caring relationships is emphasized— not just one relationship, but many that provide him with feelings of self worth and dignity.

The enrollees emphasized the necessity for the administration to work with the teachers in helping to provide the environment these children need. They also reinforced their concern that teachers also have these kind of relationships with school administration and community. They stress the need for the educational community to communicate and work with the social community in an effort to provide both the environmental facilities and the type of atmosphere required for these children.

The four groups indicated that they followed somewhat similar patterns in their approach to the papers, i.e.:

(1) The total group spent its initial contact time trying to describe the task in meaningful terms for itself.
(2) During the first step one or more members began to accept leadership responsibilities.
(3) After some degree of problem definition subgroups were suggested and organized.
(4) Subgroups designated their leaders and/or recorders and begin work.
(5) The subgroups merged one or more times to go through a synthesizing type of process.
(6) Final acceptance of the task followed the last sythesizing activity.

Variations from the general procedure presented above seemed to be based primarily upon the amount and type of behavior exhibited by the group leaders. Although it was desired that the groups select their own leadership and attack the working papers in their own way, the presence of the group leaders seemed to inhibit this. The groups tended, for the most part, to look to the group leaders for their direction rather than to select leadership from among their members. In as much as most of the group leaders desired to allow the groups to produce their own materials the "working process" seemed to begin slowly and with difficulty.

The "assigned tasks" were specific in terms of giving each group a definite direction which the papers should take. The tasks were not specific in terms of providing each group member with something he could personally identify with and direct himself toward. The desired and even expected creativity of the group seemed to be stiffled by the very fact that the members saw the papers as something that had to be done, but also as something that would not be helpful in their individual teaching activities. The lack of quality apparent in most of the written material is attributed to this dynamic. Group leaders reported many significant insights, suggestions, recommended teaching, and social activities, etc., but these did not appear in the paper. It is felt, however, that many of these will be implemented in the Henderson City & County Schools this coming year.

SUMMARY

The task groups focused on the desegregated and/or culturally deprived child by developing "working papers" which were intended to be of practical value to both the enrollee who participated in the institute and the non-enrollee who might be supplied with the material. The purpose of the groups and the assignment of the "working papers" were conceptually valuable for this type of program. The final products did not contain the quality sought and possible reasons for this have been elaborated.

Ovservations of enrollee activity and participation highlighted the idea that the participants were highly envolved in the problems and issues which they faced, but not in the task of producing the type of papers they perceived as being required. It is suggested that these types of papers would be productive only if the participants are personally committed to them. The enrollees must be able to see the potential value or meaningfulness of the papers.

It is quite possible that one method of achieving this meaningfulness would be to have each enrollee participant write his own working paper. If the papers are to be produced by larger must be specified or provided for, and the enrollees must be convinced of the potential value of the papers.

THE ATTITUDINAL GROUPS

The proposal under which the Institute was funded envisioned small groups as essential in approaching problems of faculty desegregation because of the need for fact-to-face confrontation of ideas. Although desegregation of teaching personnel might become an organizational fact by the placement of Negroes in previously all-white faculties, true desegregation would involve an emotional as well as an intellectual acceptance of the new status by teachers and administrators of both races.

Item 3 under a section in the proposal devoted to methods reads as follows:

> "The eight sub-groups shall meet twice weekly with only their group leader present. It is intended that these groups deal primarily with attitudinal aspects of the member."

Because studies of the group process suggest groups of six to twelve members with a minimum of ten meetings, the attitudinall groups were scheduled to meet, at the descretion of the co-directors, three times rather than twice weekly.

Rationale for the use of "group dynamics" in situations which call for interpersonal understandings is not difficult to find. Industry has, since World War II, used this method in leadership training. It is used increasingly in secondary schools and colleges as a means of gaining wider participation and deeper understanding among students. The group approach among emotionally disturbed individuals has often proved to be a valuable therapeutic device, while clubs and study groups adapt "group process" methods to studies of such attitude involved areas as international relations, civic action, or "Great Books".

Selection of the attitudinal groups was made on the basis of Edwards' Table of Random Numbers, using the numbered applications of the eighty selected enrollees. After groups were randomly selected, adjustments were made according to previously determined criteria regarding the distribution of Negro enrollees and of Principals. Only six changes were necessary to place all principals in attitudinal groups in which none of their teachers were involved. An indication of the effectiveness of the random grouping is shown by the fact that only one change was required to gain the distribution of Negro enrollees thought to be best under the circumstances of the Institute. Since only ten Negroes were enrolled in the Institute, and since it was felt that these participants might fell more comfortable if in groups where they were not the sole Negro representatives, it was possible for only five of the eight groups to include two Negroes each. Negro enrollees have since expressed appreciation for consideration of their feelings in this matter.

As shown in another portion of this report, group leaders varied greatly in backgrounds of experience and education, in age, in the localities which they represented, and, though less measurable, in temperament.

All group leaders have at least one graduate year beyond the masters in counseling, one is a doctoral condidate in counseling psychology, and another has recently completed a doctorate in the field.

Teaching experience varies among the group leaders from five to thirty years, but their average is approximately five years of experience each in the field of counseling. Some have worked with college students; all have experience with junior and senior high school youngsters, including group counseling with these students.

Experience has varied among this group of counselors in the field of group counseling and group dynamics with adults, but all have participated both as leaders and participants, some as long as full school year in the same group. Five of the group leaders worked for several months in a small group project for teachers in the Alamo Heights High School in San Antonio, Texas, during the 1963-64 school year. One has worked with mental patients in group therapy, another has participated in a leadership training workshop with representatives from industry, from education, and from the professions. Another group leader worked for several months with minority and disadvantaged older teen-agers.

Age of the group leaders varies from 26 to 54 years, and they have professional roots in New York, Illinois, New Mexico, South Dakota, North Dakota, Texas Nebraska, Colorado, Iowa, Missouri, and Tennessee, as well as in Kentucky.

Attitudinal group leaders served also as task group leaders, working as teams of two. This duty is further explained in the secrion under "Task Groups".

Most group leaders felt, based upon experiences in other group interaction, that attitudinal groups might develop characteristics of confidentiality, and openness not ordinarily found in groups of teachers

It was not expected that depth of feeling would be reached to allow the groups to focus upon individual problems relating to personality. These were not conceived as therapy groups.

Some apprehension was expressed by group leaders at the outset of the Institute regarding groups without Negro members. It was felt that much of the purpose of the Institute might be hampered if face-to-face confrontation between members of the two races could not occur within attitudinal groups.

Leaders expressed some concern about the presence of principals within groups composed largely of classroom teachers. It was feared that principals might stifle a free interchange of ideas, or that they might tend to take leadership into their own hands and control discussions. The need for discussion across administrative lines outweighed the possible dangers, however, and except for safeguarding individual teachers as shown above, principals were included in the groups on a random basis.

Movement within each of the groups, resulting as it did from the unique combination of personalities among the participants and the catalytic impetus of the leader, provided a variety of interactions which can be sampled but only partially understood in the light of future developments. It is apparent, however, that certain characteristics of group culture came about as the result of observable differences among the structures of the groups. Some of these differences parallel the predictions of group leaders, in that they are seen to have enhanced or hampered the favorable attitudinal movement desired in predicted ways.

The following intruments were used for sampling attitudes of participants and movement within the groups:

1. Attitudinal Group Log
2. Adjective Rating Scales
3. Barrett-Lennard Relationship Inventory
4. Allport-Vernon Scale of Values

A study, or studies, of the results of these instruments might inspire many significant conclusions as to the effectiveness of various group approaches, structures and leadership. In attempting to verify or refute one hypothesis about the lack of Negroes in a small group, the Barett-Lennard Inventory and the Attitudinal Group Log are used here informally.

Leaders of Groups 2, 3, and 7, in which no Negroes were present, felt that movement toward improved inter-racial attitudes may have been hampered by this lack. In the following chart, which summarizes the Barrett-Lennard Inventory, it will be noted that leaders from Group 2 and 3 show scores below the median in "Unconditionality of Regard". These group leaders have never worked with Negro youth or adults, and it may be hypothesized that, in their concern for empathy with a Negro point of view, their groups seemed to hear them say "I hold you in high regard as long as you accept a "right" point of view toward Negroes". The leader of group 7, on the other hand, has dealt extensively with Negro youth and might therefore not seem to make this conditionality in his obvious regard for group members

TABLE

BARRETT-LENNARD RELATIONSHIP INVENTORY

ENROLLEE PERCEPTION OF GROUP LEADERS

GROUP	POSITIVE REGARD	EMPATHY	CONGRUENCE	UNCONDITIONALITY OF REGARD
I	32.7	24.2	30.3	16.8
II	28.8	19.9	21.1	14.7
III	30.8	21.7	34.4	14.3
IV	40.4	22.5	33.8	20.1
V	34.9	18.3	31.7	18.1
VI	36.4	26.1	37.0	21.0
VII	34.3	28.1	35.6	24.8
VIII	39.8	28.6	39.9	24.3
MEAN	34.8	23.7	33.0	19.3

That his group might show less favorable movement because no Negroes were involved was of particular concern to the leader of Group 3 who said, "----- This (the group movement) really disappointed me.. It got to the point where everyone was admitting openly that he was prejudiced but couldn't do anything about it. One member said, 'Well, we're prejudiced, and we admit it. But what can we do about it?' And everybody agreed with him. They couldn't have done this if there had been a Negro there."

This counselor pointed out that his group had often expressed the feeling that they needed a Negro point of view, but when during the last two weeks of the Institute they were given an opportunity to talk with the Negro consultant, "It was just like 'Meet the Press'. They really had at him!

That the feeling concerning the conditionality did not appear to color the perception of Group 3 members of the personal warmth of their Group leader is indicated by the following summary chart which shows members' daily ratings of their leader on the warm-cold continuum. 7 represents the highest scoring possible. This item appears to be well above the norm for group leaders.

PERCEPTIONS OF "WARMTH" OF LEADER

Group 3 - (12 sessions)

Group Members	1	2	3	4	5	6	7	8	9	10	11	12
1	7	7	6	6	6	6	4	6	6	6	7	6
2	6	4	6	5	6	6	4	6	3	6	5	
3	7	7	7	6		6	7	6	7	6	7	7
4	7	7	7	7	7	7	6	7	7	7	7	7
5	7	7	7	6	7	7	7	7	7	6	7	7
6	7	6	5	7	7	7	7	6	7	7	7	7
7	7	7	6	5	7	6	7	7	7	7	7	
8	7	7	7	7	7	7	7	7	7	7	7	7

On a continnum of 1 to 7, the above represents the perception of "warmth" of the leader as recorded by each of eight group members after each of the twelve sessions.

The consultant in educational psychology comments:

"We are well aware that actual exposure is one of the most effective means of changing attitudes. There was no contact here in the attitudinal group, and we might hypothesize that this group would show less favorable movement."

Day to day feelings of group members may be traced in the Attitudinal Group Logs. The following is a brief summary of impressions gained from a "Subjective Overview" of representative logs.

The reactions within the group logs were as many and varied as there were people writing them. On the negative side, some people felt a lack of true communication, some disliked their group leader, some felt too threatened to participate, others felt a gulf between high school and elementary teachers, some felt the leader was holding back, some felt the leader was subtly trying to instill his own views, some felt old teachers rigid and "not with it", some felt young teachers expressed "know-it-all" attitudes, and maybe worst of all, some people left with these feelings fully intact.

The following are quoted examples from student logs:

"Teachers with one, two years in the field seem to know all the answers, and it is my experience with them at school and in my department that they don't know apple butter from ----."

"I feel that we elementary teachers (three of us) are not meeting the high school teachers on common ground."

"To-day I felt we proceeded too slow, because - too many arguments."

"I believe people are tired and have little more to say.:

"The same colored aboved expressed that we in our group were not expressing ourselves as we really feel about intergration."

"To-day I felt we didn't accomplish anything, --- we just couldn't get a spark of interest."

"I felt that the attitudinal groups met too often."

"To-day I felt a little disgusted because we keep bringing up problems but no one will evem try to come up .with a solution to the problem."

"To-day I felt for some reason (Maybe age and personality) that most of the members never really expressed their true feelings."

"To-day I felt perhaps these two hours could be put to a wiser use because no specific topics seemed to come to light."

"To-day I felt 'He' was not interested in a topic unless you were opening your hear to what 'He' wanted to hear about."

"I don't like "Him' and my reasons are my own."

On the positive side, most or all of the groups seemed to develop many positive relationships. The group process was embraced and thoroughly liked and appreciated by the large majority. A large number of topics of group interest were thoroughly discussed. It was realized that all is not black and white, and that process, perception, and individual differences are important. Face-to-face meeting and discussion broke down many preconceived ideas.- Good discussion resulted in the afternoon due to morning class stimulation. Better articulation was achieved between teachers and principals, Negroes and Whites, elementary teachers and high school teachers, teachers of various subject matter areas, older and younger teachers, and teachers and counselors. Some of the positive value and possibilities of federal programs and laws were discovered. (i.e. Job Corps, Civil Rights Act, etc.) The needs of the deprived and all children were examined and insights were gained. Some self-concepts were enhanced. Flexibility and acceptance of others with differing points of view and values were developed in some, and possibilities for creative use of the group process in the future were incorporated into the thinking of many.

The following are quoted examples from student logs:

"To-day I felt good about the institute and the Job Corp as part of the government's plan to provide more opportunities to strengthen the feelings of American people for America by providing funds for education."

"To-day I felt the discussion most helpful and constructive."

"To-day the group was frank and sincere with each other and most interesting."

"To-day the group was open and free in its discussion."

"To-day I felt that what we discussed was very beneficial, especially curriculum development, because this is an area I am very interested in."

"To-day the group expressed strong feelings that other institutes should have attitudinal groups."

"To-day the group was trying to help the Negro man who was going to teach in the elementary school and had previously been a principal."

"I feel that this group is able to discuss most any subject freely."

"To-day the group was very active and open. Criticism was constructive and open."

"The attitudinal group played a very important part forming the good attitudes of the whole conference."

"To-day I felt very good about the group process."

"To-day I felt that this has been a very helpful month. This is the only institute that I have attended where so many participants were involved in the discussions."

"Had I known what it was like, I would have attended whether paid or not."

"To-day I felt sorry it was over, but I hope I can continue to improve my attitudes, because this has been the most profitable institute I have ever attended, but how I put these things into practice is what counts."

Twelve principals were scattered throughout the groups. Groups leaders, though apprehensive that principals might "take over" leadership or that teachers might not feel free to express ideas in their presence, seemed satisfied that neither of their fears had materialized. Although no objective conclusions may be reached concerning the intermingling of principals with teachers in attitudinal groups, such evidence might be found in a comprehensive survey of measurement results. Since no principals were involved in two of the groups (Groups 2 and 5) some evident differences relating to the contributions of principals might be found.

It has been the subjective judgement of several members of the staff that principal-teacher relationships as well as many of the pupil-teacher relationships seem warmer than in other sections of the country. If this perception is accurate, it might have some bearing upon the ability of groups to function well with representative teachers and principals "sitting as equals".

The lecturing consultants became aware early in the Institute that concerns of the attitudinal groups were coming into the larger task groups, and that at times these groups seemed almost another attitudinal session. Although a relatively high confidentiality was maintained, many issues were brought to the "experts" for clarification. This reaction coincides with the feeling expressed on attitudinal group logs, in student panels, and to individual staff members, especially during the first days of the Institute, that "Group leaders won't tell us anything."

At a time when some anxiety was noted concerning the completion of working papers by task groups, a number of enrollees expressed feelings that attitudinal groups might be taking Institute time to the detriment of the "serious business" of getting out the work. A close examination of attitudinal logs may reveal a significant trend in the feelings of enrollees on this point, but a show of hands during the last general session indicated that only eleven of the eighty Institute member felt that these meetings were held too frequently.

Group leaders reported the following as evidence of changed behavior, apparently as a result of the attitudinal group experience;

Eight members of one group sat together during the last general meeting.

Many statements, made privately as well as within the groups, indicated that enrollees had, for the first time, spoken freely with Negroes (or, in the case of Negroes, with Whites) of their own professional backgrounds. Enrollees were often observed chatting with their Negro (or white) counter-parts outside the group structure.

Change of behavior or movement within groups took place, but evidence from the logs, from other instruments or from the testimony of enrollees is incomplete. Several of the groups taped some or all of their sessions, and tape samplings may give further evidence of changes in group behavior from session to session.

SUMMARY

Small groups, selected at random, met three times weekly with experienced group leaders in informal sessions to confront the issues of faculty desegregation at a personal level. Although the groups did not deal with problems of personality per se, in most cases a high degree of cohesiveness, confidentiality and openness developed, and some significant attitude change is evidenced by student logs, by the results of pre-and post-assessments of segments of the social structure, and by a subjective evaluation of comments and apparent changed behavior.

Apprehension concerning the disadvantage of all-white groups may prove well founded as the date is examined further, but fear of misinterpretation of their role by principals in attitudinal groups appears unfounded.

People who were open, or who could develop a sense of openness toward others, toward change, toward acceptance of desegregation seem to feel that they have had a valuable experience - and they probably have. Those who came closed-minded and who fought to stay that way, probably did.

While it is obvious that the groups could have worked out feelings and problems in more depth, and that some groups gained more than others, the everall impression is positive - in ways we can not quite explain - exceedingly positive.

PANELS

Three types of panels were included in the Institute schedule. It was intended that they would provide a continuity to the program and a view point of the problems of faculty desegregation not accessible in the other parts of the institute program.

Student and staff panels were presented each Friday during the course of the Institute. The resourse panel met with the members of the Institute during the second Tuesday.

Student Panels

Student panels were included in the program in order to provide continuity among the groups and to serve as catalytic agents, stimulating the total group to look at problems that would arise during the month from new and different view points.

During the first three weeks the student panels were composed of two enrollees from each of the four task groups, for a total of eight panelists each week. The selection of the panelists was left up to individual groups with the exception that, for the first panel, each group was instructed to select one principal and one classroom teacher. Beyond this no directions were given for the selection of student panel members.

The composition of the student panel was altered for the final session. Each task group and each attitudinal group selected one representative for this panel. Thus, the final student panel contained twelve enrollees.

The panelists were selected by their groups during each week and met prior to the Friday panel session to organize their presentations. At these meetings the panelists selected one of their members to act as panel moderator.

No specific directions were given to the panels as to method or content of presentation. Rather, they were given complete freedom to approach the topic, "This Was the Week That Was", as they thought best. For the final session the topic became "This Was the Month That Was".

The student panels were not entirely successful in achieving the anticipated results. Most of the material used by panelists was a rather superficial review of the week's activities and did not adequately express the enrollees' feelings about what was happening to them in the various lecture, task, and attitudinal groups. As the month progressed, the panelists, as well as the other enrollees, seemed to begin to sense the purpose of the panels and some meaningful interaction did take place. The staff noted a striking similarity between the progress within the attitudinal groups and the gradual improvement in the quality of the student panels.

One significant development occurred during the second student panel, as one of the panelists expressed the view that the boards of education and other community leaders were not taking a sufficiently positive position in the movement for total desegregation in the schools. Members of one of the boards of education were in the audience and reacted to this statement. The panelist elaborated upon his original statement by explaining that he felt that the policy-making groups in the city must do more than merely comply with the law in order to make desegregation of the schools a real success. Although not resloved, this important issue was brought into the open and discussed.

In relation to the above, it must be stressed that invitations had been extended to all local governmental and civic groups as well as to the State Department of Education and other agencies. The City Board of Education was the only group that accepted the invitation and they come only once.

The final student panel did accomplish very nearly what had been envisioned by the planners of the Institute as the primary purpose of the student panels. (A tape recording of the final student and staff panels is available.) During this session the panelists spoke freely and openly of their feelings regarding every aspect of the Institute. Previous panels had tried to assign certain parts of the program to each panel member. In contrast to the previous approaches the members of the final panel deliberately refrained from any general structure, each panelist responding to what was most meaningful to him.

The panelists expressed a general feeling of satisfaction with the progress they felt and saw during the course of the Institute. At the same time they expressed dissatisfaction with aspects that they felt could have been improved.

Some stated a belief that the attitudinal groups had met too often for the length of the Institute. Although they went on to say that they thought attitudinal groups contributed very valuable experiences and most of them would have been loath to give up any of the group meetings.

Related to the feelings expressed regarding the attitudinal groups were expressions of dissatisfaction with the working or staff papers. Some felt that working with these papers had been a very valuable part of the Institute and wished that more time had been available so that they could have become more deeply involved with them.

Some of the panelists suggested that having more extended periods of contact with the consultants might have been more productive. Here, they felt that several days in succession with one consultant would have provided more continuity than did the procedure of meeting with each consultant once a week.

Staff Panels

The purpose of the staff panels was basically the same as that of the student panels. It was envisioned that the staff panels would play the roles of reactor and clarifier in areas related to the problems and suggestions presented through the student panels.

The first three staff Panels were composed of the consultants only. The last panel included the entire staff. The exclusion of the group leaders from the first three panels was deliberately planned because it was expected that this would facilitate the image of the group leaders as people who were available to help the enrollees talk through their problems rather than as outside authorities who were prepared to supply answers to their problems.

The staff (consultant) panels were originally intended to react to the student panels, but the student panels, for the most part, did not provide enough provocative material to stimulate the type of reaction envisioned and desired. Because of this development, the consultants reacted to some of their own impressions of the Institute program and their own reactions to what they felt was taking place in the program. They also used the panel to clarify and relate their various areas of specialization.

The final staff panel was able to interact more directly with the student panel preceding it. During this panel the staff discussed the issues that had been presented by the students. The members of the staff then summarized their reactions to the entire Institute program. In general, they expressed a positive feeling that progress toward a solution of the problems of desegregation had been made and that the enrollees, as a group, were more keenly aware of the various aspects of the problem than they had been at the beginning of the program.

Resource Panel

The resource panel was intended to provide the members of the Institute with another viewpoint of the problems associated with total desegregation in schools, a viewpoint that could not be presented by members of the permanent staff or by the enrollees.

The resource panel was composed of four Negro educators, one principal and three teachers. Three members of the panel had recently attended an Institute at the University of Kentucky dealing with the same general topic. The three teachers had all taught during the past year in desegregated schools and the principal was preparing to work in a desegregated school during the coming school year.

The resource panel was with the Institute for an entire day. The panel met first with the entire group and presented a general overview of their experiences with desegregation. Then each of the panelists spent the remainder of the morning with one of the lecture groups where they discussed more specifically problems that arose during and due to desegregation. After lunch the panel met again with the entire group and reacted to their experiences of the day.

Reaction to the resource panel was aptly summarized by a student panelist during the final Friday session. One resource panelist was described as a sincere, dedicated impressive representative of the race. Another was an "informative, entertaining, and a very real person". The third impressed this enrollee as an "insipid bore". The fourth was considered to be "detrimental to the program".

Reaction to the resource panel was as varied as the stimuli. A great deal of discussion in the task and attitudinal groups was engendered by the Institute's reaction to the resource panel.

SUMMARY

Three panels designed to feed back information form the broad bases of enrollees' reactions, professional Negro opinion and professional educators' opinions were thought to be only partially successful. Student panelists failed to some extent to "play back" informational and attitudinal changes and developments, making difficult the role of the staff (consultant) panelists, which they saw as clarification and review.

The resource panel presented a wide cross section of attitude among Negro educators but fell somewhat short of the mark in illustrating the adjustment of Netroes to faculty desegregation. The resource panel illustrated the, now obvious, fact of the uniqueness of each community in its desegregation problems.

RESULTS

Introduction An attempt was made to evaluate the degree of attitude change by means of paper and pencil testing instruments. It was of course realized that the results of such measures may or may not be related to actual changes in everyday behavior as was amply illustrated by the La Piere study. In the La Piere study, motel owners indicated in response to a questionnaire that they would not provide accommodations for minority group members, yet did so in overwhelming numbers when La Piere actually visited each motel with a well-dressed Chinese couple.

Although a paper and pencil reduction in measured prejudice thus could not be considered sufficient proof that a real-life reduction in prejudice had taken place nor the lack of such paper and pencil reduction an indication that no change had occurred, these instruments were nevertheless included as one valuable perspective or source of evidence. The evaluation of the program included several other evaluative perspective which should also be taken into consideration in the total evaluation.

The following measuring instruments were used:

1. Scale of Values: The Allport-Vernon-Lindzey Scale of Values (AVL) was administered to provide a non-threatening stimulus for the enrollees. In addition, it was anticipated that the AVL would provide interesting information for each enrollee concerning his individual profile of values in the theoretical, economic, aesthetic, social, political, and religious areas. These scores were not expected to show any radical changes from pre-to-post-testing. The AVL was also administered to provide information on which to base negro-white comparisons, and comparisons with other communities and normative groups.

2. Q-Sort: The Bordelon-Clark-Embree Self-Group Q-Sort was used to obtain a general picture of change in the self-concept of each enrollee in terms of his or her group participation. Items such as "I feel that I gain more when I just listen" and "I feel that I have very little influence on other members of the group" are slanted so as to focus attention on each individual's particular mode of relating to a group. The degree of correlation between a self sort and an ideal sort could then be used as a general index of the degree of self-acceptance and personality integration. This measure was considered particularly appropriate since each enrollee would participate in three major groups—attitudinal, lecture, and task group—as well as panels, committees, etc. A list of the thirty items used is included in the appendix.

3. Ethnocentrism and Opinionation Scales: To measure prejudice, the 20 items of the Ethnocentrism Scale

included in Allport's "The Nature of Prejudice" were added to the forty items of the Opinionation Scale (American version) listed in Rokeach's "The Open And Closed Mind". The Ethnocentrism Scale (E) contains four subscales concerning Negroes, Jews, Other Minorities, and Patriotism; it was anticipated that this scale would provide a measure of more or less conscious ethnocentrism and prejudice toward outgroups. It was hoped that the Opinionation Scale would top more subtle prejudice as it is reflected in general character traits of rigidity, opinionation, and uncritical, stereotyped thinking—liberal or conservative. Roheach has found the items from the latter scale to be more discriminating in that communists do show prejudice in terms of opinionation while showing less prejudice toward Negroes than any other group on the relatively transparent items used by the California group studying the authoritarian personality. It was hoped that the combination of these two scales would provide an adequate measure of both overt and more subtle types of prejudice. An example is presented in the appendix.

4. Rating Scales: A variation of Osgood's semantic differential scaling technique was used to obtain ratings of key concepts and persons involved in the program such as the following: a Negro student, a white student, myself, a Negro teacher the Institute, the Civil Rights Act, etc. Each concept was rated on 10-18 seven-stage scales placed between two bipolar adjectives such as friendly-antagonistic: intelligent-stupid, incompetent-capable, genuine-false, etc. (see example included in the Appendix) These concepts and adjectives were selected so as to reveal the enrollee's degree of positive or negative reaction to various crucial aspects of the program including also each director, consultant, group leader, and portion of the program.

5. Evaluation of Group Leaders: The eight group leaders were evaluated in two ways"

   a) The Barret-Lennard Relationship Inventory was completed by each member of each attitudinal group on his own group leader. The latter consists of 72 items(*) divided into four subscales measureing Positive Regard, Empathy, Congruence, and Unconditionality of Regard. Enrollee perceptions of the conditions provided by each group leader are presented in tabulor form in Section II, C, of this report.

   b) Two four minute samples were taken randomly from the tape-recorded interaction of half of the group sessions so that these samples could be rated independently for the degree of accurated empathy, unconditional warmth, and genuineness displayed by each group leader. These rating

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(*)The list of items are included in "Barrett-Lennard, G.T.; Dimensions of Therapist Response As Causal Factors In Therapeutic Change; Psychol. Monogr., 1962,76, No. 43.

scales were developed by Truax at the University of Kentucky and have been used to discriminate between successful and unsuccessful therapists in a wide variety of settings. These Ratings were not available at the time this report was written and will be included in a supplementary report if the results warrant this.

Initial Expectations During the planning stage, it was informally hypothesized that:

(1) The 80 teachers and administrators in the summer institute would show greater positive attitude change than a control group of teachers and administrators who did not participate in the summer training program.

(2) With the training program, those attitudinal groups that included Negro members would show greater positive change than those groups which did not include Negro members.

(3) Within the training program, those attitude groups whose leaders fostered more effective group relationships, as measured by the Barrett-Lennard Relationship Inventory and the Truax Therapist Rating Scales (evaluating levels of accurate empathy, unconditional warmth, and genuineness), would show greater positive attitude change than those groups whose leaders fostered relatively less effective relationships.

Design The service value of the instruments determined their choice, but their value for evaluation was also considered.

Two instruments felt to have maximum learning stimulus value were administered to the entire group—pre and post Q Sort and the Adjective Rating Scale.

To examine the possible stimulus effect of the pre-testing a split half design was utilized with two other instruments, the Opinionation Scale which included the E Scales and the AVL. Since modified random assignment (see group section) had been used to form the groups, groups 1 through 4 took the Opinionation Scale and 5 through 8 took the AVL during pre-testing. All enrollees were tested by both instruments on the final evaluation day.

To examine process enrollees kept logs and the third week reacted to the Barrett-Lennard Relationship Inventory.

The enrollees were allowed to use code numbers by groups so that complete anonymity was assured. This security was believed essential to make it possible for each enrollee to respond as honestly as possible and hopefully contribute to higher validity of the measuring instruments.

Statistical Findings

(1) The Scale of Values (AVL) showed the group to be near

the average on all scales except the Aesthetic, where they were slightly lowere than the average, and the Religious, where the group was slightly above the average.

There was no appreciable difference in pre-post means on the AVL. It is felt however that the AVL served a useful stimulus function within the program.

TABLE OF MEANS PRE-POST

ALLPORT-VERNON-LINDZEY SCALE OF VALUES

	Theoretical	Economic	Aesthetic	Social	Political	Religious
Pre	40	38	36	38	38	45
Post	39	37	37	39	39	46

The AVL Profile considers 35-45 average

(2) Q-Sort — The D score (or the differences between the Ideal and the Self Sort) decreased between the pre and post sort for the total Institute as indicated in the chart below. A frequency count indicates that not only did the mean decrease but the number of enrollees whose D Score decreased was larger than those whose D Scores increased.

An interesting finding was that the change was of approximately the same magnitude and in the same direction for both the Negro and White members of the Institute.

When the Q Sort scores are viewed by Attitudinal Groups one cannot distinguish any initial difference except for Group II and a closer look indicates that this difference is due to one individual in that group. Five of the eight Attitudinal Groups had a rather large change in the direction of reducing distance between Self and Ideal while three had relatively no Group change.

TABLE OF "D" SCORE MEANS PRE-POST
Bordelon-Clark-Embree Self-Group Q-Sort

	Entire Institute	Negro	White
PRE	35.3	33.11	35.6
POST	29.6	27.3	29.9

Attitudinal Groups

	1	2	3	4	5	6	7	8
PRE	34.16	41.77	32.20	37.50	36.67	33.44	34.30	31.25
POST	23.44	34.44	29.80	26.00	30.44	21.33	33.9	31.37

(3) Ethnocentrism & Opinionation Scales — The data from the Opinionation Scale indicates virtually no change as shown by the four groups involved in pre-testing (means of 18.25 pre as compared with 19.9 post). However examination of the mean of groups 5-8 on the post-testing indicates a relatively large sensitization effect which masks the treatment effect. When it is assumed that the pre-test mean of groups 5-8 is the same as groups 1-4, then a treatment effect showing an overall average reduction of 3.25 has occurred. This could indicate a sizeable negative sensitization effect of 4.9 per enrollee for groups 1-4 who were exposed to the pre-test.

The data from the ethnocentrism scale indicates a movement in a less prejudice direction toward Negros from a pre mean of -8.9 to a post mean of -11.8. Closer analysis of sub-totals by groups exposed to pre-post tests seem to indicate the two groups which did not include Negros showed relatively less positive attitudinal change than the two groups which included Negro members.

(4) Semantic Differential—

TABLE OF MEANS PRE-POST
SEMANTIC DIFFERENTIAL
(Total-Negro-White)

	PRE			POST			PRE-POST DIFFERENCE		
Scales	Total	Negro	White	Total	Negro	White	Total	Negro	White
*1	101.8	107.3	101.01	106.0	111.3	105.22	+4.2	+4.0	+4.21
*2	116.51	107.3	117.82	107.23	109.6	106.88	-9.28	+2.3	+10.24
*3	57.86	66.5	56.62	61.0	71.3	59.48	+3.14	+4.8	+2.86
*4	75.97	92.2	73.65	80.0	93.0	78.08	+4.03	+ .8	+4.43
*5	88.91	95.0	88.04	92.0	96.8	91.29	+3.09	+1.8	+3.25
*6	92.45	93.6	92.28	96.0	98.8	95.58	+3.55	+5.2	+3.3
*7	70.33	71.8	70.12	68.0	71.3	67.51	-2.33	- .5	-2.61
*8	93.45	106.0	91.65	104.12	111.5	103.04	+10.67	+5.5	+11.39
*9	102.55	104.2	102.31	105.0	112.2	103.94	+2.45	+ .80	+1.63
*10	65.8	74.6	64.54	65.0	69.2	64.38	-.80	+5.4	- .16

*1 Myself
*2 School Principal
*3 Disadvantaged Child's Parents
*4 Negro Student
*5 White Student

*6 Middle Class Parents
*7 Disadvantaged Child-Self View
*8 Negro teachers
*9 White Teachers
*10 Disadvantaged Child-As I See Him

Some interesting observations about the above listed data: (The minimum possible rating was 18, the neutral rating was 72, and the maximum rating possible was 126).

(a) The Negros saw themselves +6 more positively than the white saw themselves on the pre & post tests and all enrollees saw themsleves +4 more positively at post test time.

(b) On the school principal scale, the Negroes had all point less positive view of the school principal than the whites: this could possibly be accounted for by the many principals in the group of whites. However it is interesting to note the reduction (-10) of the white mean on this scale at the post testing. (The principal's answer sheets connot be identified due to anonimity precautions for validity's sake).

(c) The range (26-119) on the disadvantaged childs parents at pre test time was perhaps indicative of the fact that there is very little aggreement in concepts of these persons.

(d) The Negro Student was reported 19 points more positively by the Negro enrollees at pre test time and the whites saw the Negro Student only 1 point above the neutral point. At post testing this difference was reduced to 15 and the Negro enrollees reported the Negro Student +.8 higher while the whites reported him +4.43.

(e) The White Student was reported higher by the Negro group at both pre & post testing than by the white group. Both groups reported the White Student more positively at post testing. The White Student was rated about 3 points higher than the Negro Student by the Negroes at both pre & post time and the white teachers rated the white Student 15 points higher than the Negro Student at pre teat and 13 points higher at post time.

(f) The disadvantaged child was seen as seeing himself slightly on the negative side of the scale by both groups, with a decrease of 2.3 at post time.

(g) Negro teachers were seen 15 points more positively by the Negroes at pre-test and 8 points at post test. It is interesting to note the Negro enrollees increased 5.5 in their reporting of the Negro teacher while the White enrollees increased 11.39 and the average increase was 10.67.

(h) The white teacher was seen more positively by the Negroes at pre-test & at post-test. The average increase at post test was 2.45 and the Negro increase was 8.0 while the white increase was 1.63.

TABLE OF MEANS PRE-POST
SEMANTIC DIFFERENTIAL
(Attitudinal Groups 1-4)

	Grp 1			Grp 2			Grp 3			Grp 4		
Scales	Pre	Post	D	Pre	Post	D	Pre	Post	D	Pre	Post	D
*1	102.3	107.3	+2.9	101.9	104.8	+2.9	103.6	106.6	+3.0	97.3	106.0	+8.7
*2	101.0	103.0	+2	104.0	110.5	+6.5	109.5	109.3	- .2	102.3	107.8	+5.4
*3	59.4	53.5	-5.9	47.3	51.8	+4.5	55.5	63.2	+7.7	62.7	66.7	+4.0
*4	77.6	84.2	+6.6	65.4	72.2	+6.8	74.7	82.5	+7.8	80.6	82.6	+2.0
*5	90.8	99.0	+8.2	91.0	89.9	-1.2	88.7	91.6	-2.9	89.9	91.4	+1.6
*6	91.4	102.1	+10.7	88.4	98.8	+10.4	93.2	95.6	+2.4	95.9	102.9	+7.0
*7	67.1	67.7	+ .6	64.0	63.8	- .2	67.8	68.3	+ .5	70.1	68.7	-2.6
*8	94.3	103.1	+8.8	89.4	90.9	+1.5	88.5	98.5	-10.5	97.9	109.7	11.8
*9	98.6	105.7	+7.1	103.0	103.4	+ .4	97.4	103.0	+5.6	105.9	109,3	+3.5
*10	57.2	58.8	+1.6	54.6	61.0	+6.4	65.7	72.0	+6.3	70.8	66.3	-4.4

*1 Myself

*2 School Principal

*3 Disadvantaged Child's Parents

*4 Negro Student

*5 White Student

*6 Middle Class Parents

*7 Disadvantaged Child's Self View

*8 Negro Teacher

*9 White Teacher

*10 Disadvantaged Child As I See Him

TABLE OF MEANS PRE-POST
SEMANTIC DIFFERENTIAL
(Attitudinal Groups 5-8)

	Grp 5			Grp6			Grp 7			Grp8		
Scales	Pre	Post	D	Pre	Post	D	Pre	Post	D	Pre	Post	D
*1	103.3	103.0	- .3	102.2	105.8	+3.6	100.7	106.4	+5.7	103.6	108.2	+4.6
*2	103.1	106.7	+3.6	101.1	104.1	+3.0	107.2	103.9	-3.3	112.2	111.0	-1.2
*3	60.0	61.7	+1.7	63.8	63.6	- .2	64.0	58.9	-5.1	52.8	60.9	+8.1
*4	79.5	76.0	-3.5	80.6	87.4	+6.8	73.6	72.0	-1.6	80.1	88.0	+7.9
*5	91.2	95.1	+3.9	91.9	+95.5	+3.6	89.6	83.7	-5.9	88.9	88.0	- .9
*6	98.3	108.4	+10.1	95.5	96.7	+1.2	89.6	89.0	- .6	96.6	94.8	-1.8
*7	79.9	68.4	-11.5	71.2	79.5	+8.3	78.7	66.4	-12.3	67.8	67.0	- .8
*8	99.2	95.5	-4.3	99.8	100.9	+1.1	86.2	87.6	+1.4	101.1	105.6	+4.5
*9	104.1	110.1	+6.0	102.9	105.6	+2.7	101.0	91.8	-9.2	104.7	107.2	+2.5
*10	68.2	65.6	-3.4	73.5	72.5	-1.0	70.1	62.8	-7.3	66.9	65.8	-1.1

*1 Myself

*2 School Principal

*3 Disadvantaged Child's Parents

*4 Negro Student

*5 White Student

*6 Middle Class Parents

*7 Disadvantaged Child's Self View

*8 Negro Teacher

*9 White Teacher

*10 Disadvantaged Child As I See Him

(5) Institute Evaluation—A Semantic Differential which was given at the close of the Institute.

TABLE OF MEANS

INSTITUTE EVALUATION

(Maximum Rating 70 Neutral Rating 45 Minumum Rating 10)

	Total Enrollee	Negro	White	D=White-Negro Means
C. Tom Roll (Co-Director)	60.06	64.1	59.5	+4.6
leona Smith (Co-Director)	59.42	62.0	59.0	+3.0
Carl Kreisler(Con.-Beh. Sci.)	64.58	64.7	64.6	+ .1
Walt Abel(Con. Ed. Psy.)	63.01	63.9	62.9	+1.0
Va. Fulcher (Con. Cirr.)	62.66	65.8	62.2	+3.6
John Branson (Con. Adm.)	64.35	64.4	64.3	+ .1
J.E. Jones (Con. Spec.)	58.61	64.9	57.7	+7.2
My Attitudinal Grp Ldr	64.16	65.1	64.0	+1.1
The Fri. Student Panel	53.36	57.9	52.7	+5.2
The Resource Panel	56.98	64.2	55.9	+8.3
My attitudinal Grp.	60.01	63.3	59.5	+3.8
The Institute	60.14	63.1	59.7	+3.4
Myself As A Part of the Inst.	59.15	61.6	58.8	+2.8
Other enrollees	58.05	60.6	57.7	+2.9
The Consultant Panel	62.45	65.9	61.9	+4.0
The Civil Rights Act	57.29	65.7	56.0	+9.7
The other 7 Grp. Ldrs.	61.01	59.8	60.3	+6.1
Mean Average	60.31	63.3	59.8	+3.5

SUMMARY & CONCLUSIONS

The opportunity to design this project came about under the Provisions of Title IV, Section 405, of Public Law 88-352-The Civil Rights Act of 1964. The readiness of the faculty of the two systems to become involved in a cooperative in-service training program provided the needed incentive to start the work. The proposal was written and as soon as it was accepted by the Office of Education, the first step was under way.

The Co-directors visited colleges and universities across the nation and consulted with specialists in the field of behavioral science, psychology, administrations, and curriculum. During these conference the plans were finalized to make this an in-service program to help teachers acquire a greater knowledge of how to work best in a bi-racial situation and how to better understand and help the culturally disadvantaged child.

During the entire project the consultants gave information and the group leaders helped the teachers explore their own attitudes Resource persons who were teachers that had been placed in a previously all-white school gave some of their experiences and advice on what was helpful and also some that were harmful to them in the new position they filled. The two groups of teachers and consultants reacted to each other each Friday. The directors and staff met two to three hours weekly, making adjustments and evaluations.

Conclusion

Although the statistical data is not as conclusive as might have been hoped, it does indicate the special abilities of the consultants and group leaders can be used to change teachers' perceptions of disadvantaged children and to examine their own attitudes in the hope of achieving harmony in the situation they now face in complete integration.

A conclusion must be drawn that a school staff can profit from such an experience as was provided by this project.

The externally focused emphasis on the behavioral patterns of the disadvantaged child, at least in the beginning stages of the in-service program seemed to remove any threat or insecurity the teacher might have. As the program got underway, however, there was a distinct tendency for the teachers to begin to see a relationship between the external problem, his attitudes, and his own competency. Several teachers were heard to remark, "I'll be a better teacher in September because of this month's study and exploration."

Because the facilitation of learning is the businesss of the school and because teachers function better when attitudes are more thoroughly understood, it is highly recommended that more school systems undertake projects of this type.

APPENDIX

Addendum:

Appendix A - Consultants:

J. E. Jones, Principal High Street School, Bowling Green, Kentucky, BA Western Kentucky State College, MA Indiana University, Summer School Staff Western Kentucky State College.

STAFF

Directors:

C. Tom Roll, Guidance Director, Henderson County Schools, Henderson, Kentucky. BA & MA Western Kentucky State College. Post-Masters Study at Florida State University, George Peabody College, and the University of Texas.

Leona W. Smith, General Supervisor, Henderson City Schools, Henderson Kentucky, BS Western Kentucky State College, MA Indiana University, Graduate Work at Purdue, University of kentucky and Murray State College.

Consultants:

Walter Abel, Doctoral Candidate and Counselor, University of Kentucky, Lexington, Kentucky. BE Tulane University, MS Kansas State University, Ph.D University of Kentucky (1965 Prospective)

John Harold Branson, Principal, Bardstown H.S., Bardstown, Kentucky, AB, BS, MA, University of Kentucky.

Virginia Fulcher, Reading Supervisor, Owensboro City Schools, Owensboro, Kentucky, BA Western Kentucky State College, MA Indiana University.

Carl W. Kreisler, Head, Secondary Education Division, Western Kentucky State College, Bowling Green, Kentucky, BS and MA Murray State College, Ph.D Indiana University.

Group Leaders:

John D. Blakeman, Doctoral Candidate, University of Georgia, Athens Georgia, BS Western Illinois University, MS University of Illinois, Post-Masters Study at University of Missouri, University of Illinois, and University of Texas.

William M. Chambers, Assistant Professor, Murray State College, Murray, Kentucky, BS Trinity University, MA University, of Kentucky, Presently Doctoral Candidate at of Kentucky.

Walter A. Dickinson, Staff Clinical Psychologist, Child Guidance Service, Lexington, Kentucky, AB Lincoln Memorial University, MA and Ph.D. University of Kentucky

John R. McIntyre, Counselor, Sioux Falls Junior High School, Sioux Falls, South Dakota, BA Augustana, MA University South Dakota, Post-Masters Study at University of North Dakota and University of Texas.

John D. McLellan, Counselor, Job Corp Camp Gary, San Marcus, Texas. AB Montana State University, MA University of Texas, Post Masters Study University of Texas.

J.R. Munden, Counselor, Horton Watkins High School, School District of City of LAdue, St. Louis, Missouri, BS Northeast Missouri College, MA State University of Iowa, Post Masters Work at University Texas.

Donald C. Noyce, Counselor, Manual High School, Denver, Colorado, AB Nebraska State College, MA University of Post-Masters Study at Colorado State University and University of Texas.

Richard L. Swartz, Counselor, Newfane Junior High School, Newfane, New York, BS Geneseo State College, MS Canisius College, Post Masters Study University of Texas.

Q SORT

1. I can disagree in a group if I feel like it.
2. I find it easy to discuss my faults and failures with others.
3. I feel shy and self-conscious when in a group.
4. I feel that others show respect for me.
5. I like people better after working with them.
6. I work best when I work alone.
7. I find it satisfying just to belong to a group.
8. I usually want to do things differently from the group.
9. I feen that I have difficulty in getting along with others.
10. I often try to think from another person's viewpoint.
11. I prefer to win as a group.
12. I often feel a need to get away from any group that I am in.
13. I learn more about myself by being in a group.
14. I prefer to work with my best friends.
15. I often end up having little use for any group of which I have been a member.
16. I am bothered if the group appears to make no progress.
17. I feel I know best what the group should do.
18. I feel best when others tell me what to do in a group.
19. I feel the group receives my ideas favorably.
20. I feel that I gain more when I just listen.
21. I feel that my opinion is seldom wanted by others in the group.
22. I like to plan for the group.
23. I find it easy to make decisions for the group.
24. I feel that I have very little influence on other members of the group.
25. I believe that I can get the group to participate.
26. I usually work harder than other members of the group.
27. I feel I have little to offer in a group.
28. I contribute to about all the group discussions.
29. I say what I feel like saying in a group.
30. I feel helpless in a tense group of people.

Enrollees were instructed to sort sbove statements into 7 stacks ranging from Extremely Unlike Me to Extremely Like Me, they were then assigned pre-determined weights for the Self Sort. The same process was repeated for the Ideal Sort, The Ideal Sort minus the Self Sort equals the D score.

2240 - 2

N C M √ P
+1 +1 -2 -5

AN OPINION SURVEY

The following questionaire is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case. The numbers are defined as:

+1: I AGREE A LITTLE	-1: I DISAGREE A LITTLE
+2: I AGREE ON THE WHOLE	-2: I DISAGREE ON THE WHOLE
+3: I AGREE VERY MUCH	-3: I DISAGREE VERY MUCH

LEFT OPINIONATION

-2 1. Everyone finds it difficult to start a conversation with strangers.
-1 2. It's perfectly clear to all decent Americans that Congressional Committees which investigate communism do more harm than good.
+2 3. There may be a few exceptions, but in general Jews are pretty much alike.
+2 4. It's the fellow travellers or Reds who keep yelling all the time about Civil Rights.
+1 5. It's the people who believe everything they read in the papers who are convinced that Russia is pursuing a ruthless policy of imperialsit aggression.
-3 6. Make no mistake about it! The best way to achieve security is for the government to guarantee jobs for all.
-2 7. A study of American history clearly shows that it is the American businessman who has contributed most to our society.
+2 8. Some people exaggerate their troubles in order to get sympathy
+1 9. Filipinos are all right in their place, but they carry it too far when they dress lavishly and go around with white girls.
+1 10. This much is certain! The only way to defeat tyranny in China is to restablish Chiang Kai Shek.
-1 11. A person must be pretty gullible if he really believes that the Communists have actually infiltrated into government and education.
+2 12. Almost everyone gossips a little at times.
-1 13. Any intelligent person can plainly see that the real reason America is rearming is to stop aggression.
-1 14. Zootsuiters prove that when people of their type have too much money and freedom, they just take advantages and cause trouble.
+2 15. It is very foolish to advocate government support of religion.
+2 16. It is foolish to think that the Democratic Party is really the party of the common man.
+2 17. Manual labor and unskilled jobs seem to fit the Negro mentality and ability better than more skilled or responsible work.
-1 18. Only a simple-minded fool would think that Senator McCarthy is a defender of American democracy.
-2 19. The best guarantee of our national security is for America to have the biggest army and navy in the world.
-1 20. It's already crystal-clear that the United Nations is a failure.
+2 21. There are a few people who just cannot be trusted.
+2 22. Plain common sense tells you that prejudice can be removed by education, not legislation.

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-1 20. It's already crystal-clear that the United Nations is a failure.
+2 21. There are a few people who just cannot be trusted.
+2 22. Plain common sense tells you that prejudice can be removed by education, not legislation.
-2 23. There is something different and strange about Jews; it's hard to tell what they are thinking and planning, and what makes them tick.
-1 24. Thoughtful persons know that the American Legion is not really interested in democracy.
-2 25. It's perfectly clear to all thinking persons that the way to solve our financial problem is by a soak-the-rich tax program
-1 26. The trouble with letting Jews into a nice neighborhood is that they gradually give it a typical Jewish atmosphere.
-1 27. To end prejudice against Jews, the first step is for the Jews to try sincerely to get rid of their harmful and irritating faults.
+2 28. It is only natural and right for each person to think that his family is better than any other.
+2 29. Everyone pretends at sometime to know more than he really does.

+ || || || ||
- ||

+10
-6

15

6

-1 30. Negroes have their rights, but is is best to keep them in their own districts and schools and to prevent too much contact with whites.

-1 31. America may not be perfect, but the American Way has brought us about as close as human beings can get to a perfect society.

+2 32. Only a misguided idealist would believe that the United States is an imperialist warmonger.

+1 33. Anyone who's old enough to rememberthe Hoover days will tell you that it's a lucky thing Hoover was never re-elected.

+2 34. The truth of the matter is this! It is big business which wants to elevate the war in Vietnam.

+2 35. I can hardly imagine myself marrying a Jew.

+2 36. It's just plain stupid to say that it was Franklin Roosevelt who got us into World War II.

-1 37. It's mainly those who believe the propagand put out by realestate interests who are against a federal slum clearance program.

+1 38. One should always follow the rule: business before pleasure.

-2 39. The American rearmament program is clear and positive proof that we are willing to sacrifice to preserve our freedom.

-1 40. It's perfectly clear that the decision to execute the Rosenbergs has done us more harm than good.

-1 41. It's the agitators and left-wingers who are trying to get Red China into the United Nations.

+3 42. You just can't help but feel sorry for the person who believes that the world could exist without a Creator.

-2 43. Anyone hates to be interrupted when he is working on something.

+1 44. History will clearly show that Churchill's victory over the Labour Party in 1951 was a step forward for the British people.

-1 45. It's mostly those who are itching for a fight who want a universal military training law.

+2 46. It's the radicals and labor racketeers who yell the loudest about labor's right to strike.

-2 47. It's usually the trouble-makers who talk about government ownership of public utilities.

-1 48. Now that a new world organization is set up, America must be sure that she loses none of her independence and complete power as a sovereign nation.

-1 49. Anyone who knows what's going on will tell you that Alger Hiss was a traitor who betrayed his country.

-3 50. Anyone who is really for democracy knows very well that the only was for America to head off revolution and civil war in backward countries is to send military aid.

-2 51. A person must be pretty ignorant if he thinks that Johnson is going to let the "big boys" run this country.

-1 52. It would be a mistake ever to have Negroes for foremen and leaders over whites.

+1 53. Every person will boast about his achievements every now and then.

-2 54. One trouble with Jewish businessmen is that they stick together and prevent people from having a fair chance in competition.

+1 55. The people who raise all the talk about putting Negroes on the same level as whites are mostly radical agitators trying to stir up conflict.

-1 56. A person must be pretty stupid if he still believes in differences between the races.

-2 57. It's mostly the noisy liberals who try to tell us that we will be better off under socialism.

-1 58. History clearly shows that it is the private enterprise system which is at the root of depressions and wars.

-1 59. No one is pretty discouraged all the time.

+1 60. Most Negroes would become overbearing and disagreeable if not kept in their place.

+1 61. It's simply incredible that anyone should believe that socialized medicine will actually help solve our health problems.

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+1 60. Most Negroes would become overbearing and disagreeable if not kept in their place.

+1 61. It's simply incredible that anyone should believe that socialized medicine will actually help solve our health problems.

-1 62. Any person with even a brain in his head knows that it would be dangerous to let our country be run by men like General MacArthur.

-1 63. The worst danger to real Americanism during the last 50 years has cmme from foreign ideas and agitators.

-1 64. There are two kinds of people who fought Truman's Fair Deal program: the selfish and the stupid.

-1 65. Negro musicians may sometimes be as good as white musicians, but it is a mistake to have mixed Negro white bands.

-1 66. No one always tells the truth.

-2 67. A person must be pretty shortsighted if he believes that college professors should be forced to take special loyalty oaths

-1 68. Certain religious sects who refuse to salute the flag should be forced to conform to such a patriotic action, or else be abolished.

-2 69. Even a person of average intelligence knows that to defend ourselves against aggression we should welcome all help-including Franco Spain.

+2 70. It's all too true that the rich are getting richer and the poor are getting poorer.

+ 1 1
- 11 1 1

Listed on these sheets are pairs of words which describe personality traits of individuals or groups. The interval between opposite ends of the continuum is divided into seven spaces, arbitrarily establishing degrees. Please react to each pair of words by placing an X in the space you think most appropriate for your conception of each.

When you have completed the first sheet on the basis of your viewpoint, continue with the succeeding sheets.

Sheet 1 - myself
2 - a school principal
3 - the disadvantaged child's parents
4 - a Negro student
5 - a white student
6 - middleclass parents
7 - the disadvantaged child (as he views himself)
8 - a Negro teacher
9 - a white teacher
10 - the disadvantaged child

View Point ______________________________________

friendly ______/______/______/______/______/______/______/ antagonistic

intelligent ______/______/______/______/______/______/______/ stupid

capable ______/______/______/______/______/______/______/ incompetent

well-behaved ______/______/______/______/______/______/______/ unruly

truthful ______/______/______/______/______/______/______/ deceptive

sophisticated ______/______/______/______/______/______/______/ naive

modest ______/______/______/______/______/______/______/ egotistical

religious ______/______/______/______/______/______/______/ irreligious

exact ______/______/______/______/______/______/______/ unprecise

mannerly ______/______/______/______/______/______/______/ impolite

clean ______/______/______/______/______/______/______/ dirty

articulate ______/______/______/______/______/______/______/ inarticulate

lovable ______/______/______/______/______/______/______/ repulsive

vivacious ______/______/______/______/______/______/______/ depressed

prompt ______/______/______/______/______/______/______/ procrastinating

frank ______/______/______/______/______/______/______/ evasive

agile ______/______/______/______/______/______/______/ clumsy

literate ______/______/______/______/______/______/______/ illiterate

Listed on these sheets are pairs of adjectives which describe traits of individuals or groups. The interval between opposite ends of the continuum is divided into seven spaces, arbitrarily establishing degrees. Please react to each pair of words by placing an X in the spaces you think most appropriate as your judgement of the person or group rated.

Beginning at the top of the first sheet, place the name C. Tom Roll in the space provided, and rate Mr. Roll in each of the ten categories given. You will be able to make two ratings on each sheet. Head each rating before starting it, using the names of individuals and groups in this order:

1. C. Tom Roll
2. Leona Smith
3. Carl Kreisler
4. Walt Abel
5. Virginia Fulcher
6. John Branson
7. J. E. Jones
8. My Attitudinal Group Leader
9. The Friday Student Panels
10. The Resource Panel (4 outside speakers)
11. My Attitudinal Group
12. The Institute
13. Myself as a part of the Institute (Not as a teacher)
14. Other Enrollees in the Institute
15. The Consultant Panel
16. The Civil Rights Act
17. The other 7 group leaders
18. A part of the Program you consider significant which is not listed above

Instructions for the last page:

Please complete the stems on the last page in the spaces provided.

Rating for ______________________________

Unethical ______/______/______/______/______/______/______/ Ethical

Warm ______/______/______/______/______/______/______/ Cold

Perceptive ______/______/______/______/______/______/______/ Unperceptive

Genuine ______/______/______/______/______/______/______/ False

Vague ______/______/______/______/______/______/______/ Clear

Friendly ______/______/______/______/______/______/______/ Antagonistic

Capable ______/______/______/______/______/______/______/ Incompetent

Informative ______/______/______/______/______/______/______/ Evasive

Biased ______/______/______/______/______/______/______/ Unbiased

Timid ______/______/______/______/______/______/______/ Bold

Rating for ______________________________

Unethical ______/______/______/______/______/______/______/ Ethical

Warm ______/______/______/______/______/______/______/ Cold

Perceptive ______/______/______/______/______/______/______/ Unperceptive

Genuine ______/______/______/______/______/______/______/ False

Vague ______/______/______/______/______/______/______/ Clear

Friendly ______/______/______/______/______/______/______/ Antagonistic

Capable ______/______/______/______/______/______/______/ Incompetent

Informative ______/______/______/______/______/______/______/ Evasive

Biased ______/______/______/______/______/______/______/ Unbiased

Timid ______/______/______/______/______/______/______/ Bold

1. My feelings about Negroes

2. My feelings about Whites

3. Desegregation of teachers in Henderson City and Henderson County will

4. The Institute

ATTITUDINAL GROUP LOG

Group No. ____________ Date ____________

I. D. Number ____________ Name (optional) ____________

To-day the group was:

Warm ____/ ____/ ____/ ____/ ____/ ____/ ____/ Cold

Genuine ____/ ____/ ____/ ____/ ____/ ____/ ____/ False

Intolerant ____/ ____/ ____/ ____/ ____/ ____/ ____/ Tolerant

Helpful ____/ ____/ ____/ ____/ ____/ ____/ ____/ Harmful

Unrealistic ____/ ____/ ____/ ____/ ____/ ____/ ____/ Realistic

Active ____/ ____/ ____/ ____/ ____/ ____/ ____/ Inactive

To-day the counselor was:

Warm ____/ ____/ ____/ ____/ ____/ ____/ ____/ Cold

Genuine ____/ ____/ ____/ ____/ ____/ ____/ ____/ False

Intolerant ____/ ____/ ____/ ____/ ____/ ____/ ____/ Tolerant

Helpful ____/ ____/ ____/ ____/ ____/ ____/ ____/ Harmful

Unrealistic ____/ ____/ ____/ ____/ ____/ ____/ ____/ Realistic

Active ____/ ____/ ____/ ____/ ____/ ____/ ____/ Inactive

To-day I was:

Warm ____/ ____/ ____/ ____/ ____/ ____/ ____/ Cold

Genuine ____/ ____/ ____/ ____/ ____/ ____/ ____/ False

Intolerant ____/ ____/ ____/ ____/ ____/ ____/ ____/ Tolerant

Helpful ____/ ____/ ____/ ____/ ____/ ____/ ____/ Harmful

Unrealistic ____/ ____/ ____/ ____/ ____/ ____/ ____/ Realistic

Active ____/ ____/ ____/ ____/ ____/ ____/ ____/ Inactive

1. To-day I felt ____

____

because ____

____

2. To-day we discussed ____

To-day the counselor was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold
Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False
Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant
Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful
Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic
Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

To-day I was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold
Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False
Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant
Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful
Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic
Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

1. To-day I felt ____
   ____
   because ____
   ____

2. To-day we discussed ____
   ____
   ____

3. To-day the group ____
   ____

4. Further comments ____
   ____
   ____

ATTITUDINAL GROUP LOG

Group No. __________ Date __________

I. D. Number __________ Name (optional) __________

To-day the group was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold

Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False

Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant

Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful

Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic

Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

To-day the counselor was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold

Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False

Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant

Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful

Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic

Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

To-day I was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold

Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False

Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant

Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful

Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic

Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

1. To-day I felt ______________________________

____

because ______________________________

____

2. To-day we discussed ______________________________

_____ _____ _____ _____ _____ _____ _____

To-day the counselor was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold

Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False

Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant

Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful

Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic

Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

To-day I was:

Warm _____/ _____/ _____/ _____/ _____/ _____/ _____/ Cold

Genuine _____/ _____/ _____/ _____/ _____/ _____/ _____/ False

Intolerant _____/ _____/ _____/ _____/ _____/ _____/ _____/ Tolerant

Helpful _____/ _____/ _____/ _____/ _____/ _____/ _____/ Harmful

Unrealistic _____/ _____/ _____/ _____/ _____/ _____/ _____/ Realistic

Active _____/ _____/ _____/ _____/ _____/ _____/ _____/ Inactive

1. To-day I felt ____
____
because ____
____

2. To-day we discussed ____________________________________
____
____

3. To-day the group ______________________________________
____

4. Further comments _____________________________________
____
____

July 5 - 9

Monday

8 - 9 Coffee
9 - 10:30 Introduction of Staff and Overview
10:30 - 12:00 Pre-evaluation
12:00 - 1:00 Lunch
1:00 - 3:00 Attitudinal Groups

Tuesday

8 - 9 Coffee
9 - 12 Pre-evaluation
12 - 1 Lunch
1 - 3 Task Groups (A -132; B-130; C-134; D-Choral Room)

Wednesday

8 - 9 Coffee
9 - 10:30 Group A Behavioral Science
Group B Administration
Group C Educational Psychology
Group D Curriculum
10:30 - 11 Break
11:00 - 12 Group A Behavioral Science
Group B Administration
Group C Educational Psychology
Group D Curriculum
12:00 - 1:00 Lunch
1:00 - 3:00 Attitudinal Groups
3:00 - 4:00 Individual Study and Conference

Thursday

8 - 9 Coffee
9:00 - 10:30 Group A Administration
Group B Educational Psychology
Group C Curriculum
Group D Behavioral Science
10:30 - 11:00 Break
11:00 - 12:00 Same groups as in the a.m.
1:00 - 3:00 Same groups as above for working papers
3:00 - 4:00 Individual Study and Conference

Friday

8 - 9 Coffee
9 - 11:00 Student Panel
11:00 - 12:00 Lunch
12:00 - 1:00 Consultant Panel
1:30 - 3:30 Attitudinal Groups
3:30 - 4:00 Individual Study and Conference

July 12 - 16

Monday

8:00 - 9:00 Coffee
9:00 - 10:30 Group A Educational Psychology
B Curriculum
C Behavioral Science
D Administration
10:30 - 11:00 Break
11:00 - 12:00 Same Groups as above
12:00 - 1:00 Lunch
1:00 - 3:00 Attitudinal Groups
3:00 - 4:00 Individaul Study and Conference

Tuesday

8:00 - 9:00 Coffee
9:00 - 10:30 Panel of Resource People
10:30 - 11:00 Break
11:00 - 12:00 Meet in Primary groups with Resource Person
1:00 - 2:30 Task Group A Curriculum
B Behavioral
C Administration
D Psychology
2:30 - 3:30 Resource People rejoin Task Groups
3:30 - 4:00 Individual Study and Conference

Tuesday nite 7:00 Panel of Resource People react to Groups
Individaul Study and Conference

Wednesday

8:00 - 9:00 Coffee
9:00 - 10:30 Group A Curriculum
B Behavior
C Administration
D Psychology
10:30 - 11:00 Break
11:00 - 12:00 Same Groups as above
12:00 - 1:00 Lunch
1:00 - 3:00 Attitudinal Groups
3:00 - 4:00 Individual Study and Conference

Thursday

8:00 - 9:00 Coffee
9:00 - 10:30 Group A Behavior
B Administration
C Psychology
D Curriculum
10:30 - 11:00 Break
11:00 - 12:00 Meet in same Groups as above
12:00 - 1:00 Lunch
1:00 - 3:00 Same Groups on Working Papers

Friday

8:00 - 9:00	Coffee
9:00 - 11:00	Student Panel
11:00 - 12:00	Lunch
12:00 - 1:00	Consultant Panel
1:30 - 3:30	Attitudinal Groups
3:30 - 4:00	Individual Study and Conference

July 19 - 23

Monday	8:00 - 9:00	Coffee		
	9:00 - 10:30	Group	A	Administration
			B	Psychology
			C	Curriculum
			D	Behavioral Science
	10:30 - 11:00	Break		
	11:00 - 12:00	Meet in same Groups as above		
	1:00 - 3:00	Attitudinal Groups		
	3:00 - 4:00	Individual Study and Conference		
Tuesday	9:00 - 12:00	Tour of the Job Corp At Camp Breckinridge		
	12:00 - 1:00	Lunch		
	1:00 - 3:00	Group	A	Psychology
			B	Curriculum
			C	Behavioral Science
			D	Administration
	3:00 - 4:00	Individual Study and Conference		
Wednesday	8:00 - 9:00	Coffee		
	9:00 - 10:30	Group	A	Curriculum
			B	Behavioral Science
			C	Administration
			D	Educational Psychology
	10:30 - 11:00	Break		
	11:00 - 12:00	Meet in same Groups as above		
	12:00 - 1:00	Lunch		
	1:00 - 3:00	Attitudinal Groups		
	3:00 - 4:00	Individual Study and Conference		
Thursday	8:00 - 9:00	Coffee		
	9:00 - 10:30	Group	A	Behavioral Science
			B	Administration
			C	Educational Psychology
			D	Curriculum
	10:30 - 11:00	Break		
	11:00 - 12:00	Meet in same groups as above		
	12:00 - 1:00	Lunch		
	1:00 - 3:00	Task Groups		
	3:00 - 4:00	Individual Study and Conference		
Friday	8:00 - 9:00	Coffee		
	9:00 - 11:00	Student Panel		
	11:00 - 12:00	Lunch		
	12:00 - 1:00	Consultant Panel		
	1:30 - 3:30	Attitudinal Groups		
	3:30 - 4:00	Individual Study and Conference		

July 25 - 30

Monday			
	8:00 - 9:00	Coffee	
	9:00 - 10:30	Group A	Administration
		B	Educational
		C	Curriculum
		D	Behavioral Science
	10:30 - 11:00	Break	
	11:00 - 12:00	Meet in same groups as above	
	12:00 - 1:00	Lunch	
	1:00 - 3:00	Attitudinal Groups	
	3:00 - 4:00	Individual Study and Conference	
Tuesday		Post Evaluation	
Wednesday			
	8:00 - 9:00	Coffee	
	9:00 - 10:30	Group A	Curriculum
		B	Behavioral Science
		C	Administration
		D	Educational Psychology
	10:30 - 11:00	Break	
	11:00 - 12:00	Same Groups as above	
	12:00 - 1:00	Lunch	
	1:00 - 3:00	Attitudinal Groups	
	3:00 - 4:00	Individual Study and Conference	
Thursday			
	8:00 - 9:00	Coffee	
	9:00 - 10:30	Group A	Educational Psychology
		B	Curriculum
		C	Behavioral Science
		D	Administration
	10:30 - 11:00	Break	
	11:00 - 12:00	Meet in same groups as above	
	12:00 - 1:00	Lunch	
	1:00 - 3:00	Report from Task Groups on Working Papers	
	3:00 - 4:00	Test Feed Back	
Friday			
	8:00 - 10:00	Student Panel	
	10:00 - 12:00	Staff Panel	
	12:00 - 2:00	Picnic Lunch	
	2:00 - 3:00	Attitudinal Groups	

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THE CULTURALLY DEPRIVED STUDENT IN THE HIGH SCHOOL

I INTRODUCTION

The basic premise of education in the United States is that effective social living and self-government require informed citizens. Therefore, we, the Educators of the Henderson area, in order to initiate a more comprehensive curriculum, enhance school-community relationships, ensure greater equality of opportunity, provide avenues of growth for the culturally deprived, promote the general welfare, and secure for each individual the opportunity to achieve dignity and status, hereby offer this working paper for the consideration of and use by educators and laymen at the local, state, and national levels.

II DEFINITION OF THE CULTURALLY DEPRIVED STUDENT

A culturally deprived student may be defined as one whose opportunities have been restricted because of his socio-economic, educational, ethnic and/or racial background. The conditions of poverty - psychological, social, or physical - are directly related to the inadequate development and integration of his intellect, emotions, tastes, and behavior.

III CHARACTERISTICS OF THE CULTURALLY DEPRIVED STUDENT

We have compiled this list of characteristics of culturally deprived students as we have seen them in the high schools of the Henderson area. We realize that these characteristics may appear contradictory and will overlap to some extent. However, all culturally deprived students can not be categorized in one definite pattern. As a result of one or more of these characteristics, these students have been left out of the mainstream of modern society. Intellectual, socio-economic, emotional, moral, physical, and aesthetic characteristics have been utilized in grouping these traits.

Intellectual

1. Appear to be stupid, but may have native ability
2. Limited vocabulary
3. Definite disadvantage on I.Q. and time test
4. Appear to learn better through physical means
5. Deficient in auditory attention and skill in interpretation as they are not accustomed to listening to long speeches
6. Have difficulty in concentration
7. At best when they talk about things they have actually seen and done
8. Lack endurance and slow in getting involved in problems; however, once interested they are often able to work intensely and patiently for long hours at a stretch
9. Do not know names for things
10. Lack ability to follow directions
11. Fail to make use of their opportunity period: do not know how to study nor use library

12. Mental age is below chronological age
13. Poor spellers
14. Lack ability to visualize complete situations
15. Lack ability to make a workable plan
16. Lack precision and accuracy
17. Fail to make use of previous experiences - have poor transfer of learning
18. Incapable of self-direction
19. Lack ability to check own work

Socio-Economic

1. Are traditionally superstitious
2. Have a tendency to think learning is unmasculine
3. Desire a better standard of living but do not want to adapt to the middle class standards to get it
4. Feel alienated from the larger social structure
5. Their experiences are limited
6. Their contacts with books, music, art, people, and places are extremely limited
7. Their homes are so crowded that nobody has time to answer questions -- talk is rare and children communicate with each other in grunts and monosyllables, and by pointing and pulling
8. Lack of corrective devices for sight and hearing and dental care
9. They think in slang
10. Prone to early marriage
11. Inactive in extra-curricular activities
12. Lack of clothing
13. Lack of sufficient funds
14. Luxuries are more important than essentials

Teacher

Sylvia Ashton-Warner
Simon and Schuster, Inc.
Rockfellow Center, 630 Fifth Ave.
New York 20, New York
Copyright 1963

The testament of an inspired teacher sets forth her unprecedented teaching method and recreates the life of the schoolroom in which for twenty-four years she guided the youngest children through their first lessons in reading, writing, singing, dancing, enjoying- and living with each other.

The schoolroom is in New Zealand. The class is known as the "Infant Room". The Little Ones are Maoris and children of English background.

The Slow Learner in the Classroom

Newell C. Kephart
Charles E. Merrill Books, Inc.
Columbus, Ohio
Copyright 1960

This significant book is designed to assist the teacher in increasing the academic achievement of those children who find a large number of school tasks impossible. The author identifies basic skills underlying classroom achievement and describes methods of strengthening them.

BIBLIOGRAPHY

Child Growth in Reading

Bond, Guy L. and Eva
Lyons and Carnahan, Chicago, Illinois
Copyright 1955

The author states that reading growth begins in a child's life soon after he is born.

Bond emphasis that it is important for the teacher to understand that the years before going to school the child develops a physique, a personality, habits, needs, interest, vocabulary, and a background upon which his reading growth depends.

Teacher's Guide for Remedial Reading

William Kottmeyer
Webester Publishing Co.
St. Louis, Missouri
Copyright 1959

This Handbook is unpretentious and is intended to give practical help to teachers. It contains no systematic summary or presentation of formal research studies. However, these convictions have been influenced and tempered by the experiences and conclusions of a number of competent and consecrated staff members who are primarily responsible for the continued maintenance of the Reading Clinic Program in the St. Louis Public Schools.

Principles and Practices of Teaching Reading

Arthur W. Heilman
Charles E. Merrill Books, Inc.
Columbus, Ohio
Copyright 1961

A Apractical, scholarly guide that combines theory and a wide array of suggested techniques for teaching specific goals in reading at all levels of instruction. The point is stressed that violating sound principles of teaching conduces to reading problems, pupil problems, and teaching problems.

Emotional

1. Poor self-concept
2. Have low level of anxiety
3. Are inflexible and not open to reasoning
4. Hold others to blame for their troubles
5. Are relatively free of strain and do not feel the need to establish themselves as individuals
6. Fear of failure -- blocks learning
7. Desires are immediate
8. Have difficulty in volunteering in class
9. Feel that nobody cares
10. Lack incentive
11. Lack nervous control, are moody, highly excitable, have extreme attitudes
12. Easily discouraged
13. Easily sidetracked
14. Daydream in class
15. Hold grudges
16. Have no aims or goals
17. Crave affection and attention
18. Very sensitive to rejection and/or acceptance by teachers and peers
19. Lack responsibility for getting work done

Moral

1. Prone to pre-marital pregnancies
2. Lack of honesty -- stealing, falsifying
3. Extensive use of profanity
4. Prone to excessive smoking and drinking
5. Have tendency to mutilate property
6. Have tendency to be obscene

Physical

1. Tired, hungry, and angry when come to class
2. Lack endurance
3. Lack coordination
4. Lack of good hygiene
5. Undernourished
6. Unhealthy

Aesthetic

1. Relatively undeveloped taste and appreciation; however, they enjoy cars, sports, music, and games
2. Poor taste in school clothing, make-up, color combinations, and hair styles

It is important to re-emphasize the fact that the culturally deprived student may have one or more of the preceding characteristics.

IV METHODS THAT CAN BE USED TO IDENTIFY THE CULTURALLY DEPRIVED

In order to effectively teach any student, a teacher must know the student involved - his likes and dislikes, his living conditions, his attitudes, abilities, feelings and his future goals. The following is a brief resumé of suggested methods of determining the characteristics mentioned in the previous section.

I Personal Observation

The following are general observations made by the teacher:

A. Classroom behavior
   1. Antagonism
   2. Apathy
   3. Non-participation
   4. Hostility

5. Poor reading ability
6. Short interest span
7. Scholastic aptitude.
8. Achievement

B. Extra-curricular behavior
1. Personal adjustment
2. Social adjustment

II Personal Interview

This should be a face to face meeting between teacher and student from which the teacher may gain insight into the pupil's personality, background, interests, etc., through stated facts, feelings expressed, opinions expressed and direct questions answered or unanswered.

III Activity Record

The student's participation or non-participation in activities will help to show the extent of the individual's social adjustment.

A. Athletics
B. Clubs
C. Student body offices
D. Non-school activities and clubs
E. Hobbies and leisure time activities

IV Faculty Evaluation

Past and present teachers can give valuable aid by relating some of the factors contributing to a pupil's present behavior. These can help the present teacher to gain an overall picture of the student outside of one particular teaching classroom.

A. Written
B. Conversation

V Home Visitation

A teacher can visit in the home of the student to gain a better understanding of the family and living conditions.

VI Autobiography

If a student is given a flexible outline to follow in writing a short autobiography, the story of his life, feelings and goals can be a valuable tool for finding the "real" person.

A. Personal information

B. School work

C. Leisure time

D. Future plans

VII Anecdotal Records

This should be a record of some significant item of conduct; a record of an episode in the life of a pupil; any narrative of events in which the pupil takes such part as to reveal something which may be significant about his personality.

VIII Rating Scales

By giving short answers or checking a feeling, an individual can give a true picture of his interests, likes and dislikes, hobbies, habits, activities, and goals.

A. Student questionnaire

B. Check list (see section II)

IX Tests

Professionally prepared tests given to the student by the teacher will help interested parties to better understand pupil capabilities and needs. These tests provide information regarding strengths and weaknesses, evaluate growth and development toward instructional objectives, and give evidence of interests and social adjustment.

A. Scholastic aptitude tests

B. Achievement tests

C. Reading tests

D. [illegible]

E. Personality tests

X Health Record

If properly kept the data contained in the student's health record should be useful to give a true picture of the student's physical health.

XI Scholarship

Well kept records of this type will show the student's rate of achievement and any serious deviation from what is normal for him.

A. School marks

B. Record of reading

C. Rank in class

XII School Attendance Record

This record should be valuable in determining the mobility of a family and the regularity with which the student accepts responsibility.

A. Record of schools attended

B. Days present and absent

XIII Personal Data

Without this background information, any and all other information would be meaningless for there would be no base on which to build.

A. Name

B. Date of birth

C. Place of birth

D. Sex

E. Race

F. Residence

G. Name of parent or guardian

H. Occupation of parents

I. Marital status of parents

J. Siblings

1. Names
2. Sex
3. Ages
4. Educations

XIV Case Study

A study of this nature will delve deeply and personally into the life, habits and feelings of an individual for the purpose of determining why he is as he is.

A. Identifying data

B. Physical characteristics and health

C. Home and family backgrounds

D. School background and activities

E. Test data

F. Goals

Summary

A few or possibly many of the above listed fields may be utilized to establish some workable method of identification of the culturally deprived student. Which field and accompanying methods of operations may work to advantage for one teacher may not work so well for another. The teachers must be left to use their own independent judgment to obtain the desired information.

V REASONS FOR DEPRIVATION

The disadvantaged student is of no single race or color; poverty, delinquency, failure to achieve the goals established by the main stream of society are shared by peoples of all colors and national origins.

The disadvantaged individual may derive from a culture which is rich in its own tradition, but which no longer prepares its members for successful participation in modern society.

People from submarginal farms have been forced into cities, while in cities jobs for the unskilled are decreasing. Thousands have learned that their older ways of life are no longer effective.

In trying to understand the disadvantaged student, it is helpful to focus on some of the major reasons for his deprivation. Several possible reasons which might apply to one or more disadvantaged students include the following:

1. Low income
2. Broken homes
3. Neighborhood conditions
4. Geographic location
5. Race, religion, or national origin
6. Health
7. Emotional factors

The first factor that usually comes to mind in listing reasons for deprivation is that of low income. A highly disproportionate number of the lower socio-economic group fit the definition of cultural deprivation. This condition tends to be one of the primary causes of deprivation. In many cases there is uncertainty of income or the family is on public relief. This person is usually forced to live in a neighborhood characterized by poor housing and population density. In situations such as these, poor health is both a cause and an effect of cultural deprivation. Often there is little interest on the part of the parents.

The educational background of the parents in many cases is very limited. Some of them do not have even a grade school education. Consequently, the culturally deprived student is poorly prepared and poorly motivated for formal education. Many times the only encouragement this student will get will be from the classroom teacher.

The culturally deprived student may come from a broken home in which the over-worked mother assumes the responsibility for both parents. Even if the parents are not separated, sometimes the only parental image the student can see is one of frustration, despair, and poverty. Within this group large families are common, and this tends to push the family even more into poverty.

Especially in our large cities can be found great numbers of culturally deprived. These people are unskilled; consequently, they are not able to find jobs. When they do find a job, they hardly make enough on which to subsist.

Deprivation in many instances has been because of race, religion, or national origin. The Puerto Rican in the northern cities, the Mexican in the Southwest, and the Negro in the South are victims of discrimination.

In attempting to identify the causes of cultural deprivation, it should be recognized that it is sometimes difficult to distinguish between the causes and the effects of cultural deprivation. Also, it should be remembered that those factors enumerated in the foregoing portion of this paper may occur singly or in combinations as possible causes of cultural deprivation.

VI GENERAL PRINCIPLES AND PROCEDURES FOR IMPROVING TEACHER-STUDENT RELATIONSHIPS

Rarely is it possible to achieve ideal teacher-student relationships. Nevertheless, it is important to realize what such relationships might be like and to hold them up as an ideal to strive to achieve.

It is even more important to try to establish good relationships with the culturally deprived students since they have so rarely experienced healthy human relationships in the past. For this reason it is worthwhile to describe ideal teacher-student relationships as these are suggested by modern research.

In the book, New Ways in Discipline, Baruch offers a general philosophy of parent-child and teacher-student relationships which is supported by much modern research. In this approach the use of physical force is viewed as a kind of last resort when all other methods have failed. Baruch stresses the development of the positive relationships which make such resort to force unnecessary.

In discipline there are two important aspects: a student misbehaves and a student feels like misbehaving. The misbehavior is a result of particular feelings. For good discipline and good behavior we must deal with the student's feelings, as well as his actions, since emotional hunger lies at the root of all disciplinary problems. As the acorn becomes the mighty oak when given the proper nurture of sunlight, soil, etc., so does the student grow healthily and happily when his emotional needs are met.

Every student, and especially the deprived student, has strong emotional needs for the following :

1. Warm regard for the separate person that he is
2. The feeling of belonging in the class
3. The knowledge that he can achieve
4. The teacher's sincere recognition and appreciation of his efforts
5. And finally, the teacher's acceptance and understanding

When any of these emotional needs are not being met, the student reacts with the hurt, fear, and resentment which cause a student to misbehave.

When normal children are not getting enough emotional nourishment, they keep after us to fulfill these needs. They do not give up easily and usually obtain some satisfaction one way or another. But the culturally deprived student is often so accustomed to a lack of emotional nourishment in one or more of these areas that he may not actively create disciplinary problems, except through his general apathy and non-participation. The teacher should be aware of the underlying needs that are not being met.

All too often the teacher is less aware of emotional needs than he should be, as if emotional needs were not as important as other needs. If a student were not getting enough fresh air, efforts would be made to provide sufficient oxygen. The same principle should apply to emotional needs. When a student is creating a discipline problem, an effort should be made to understand the emotional needs that are not being met.

If a student misbehaves he must have unsatisfied emotional needs, or else he is still expressing hurt, fear or anger for lacks in the past. Therefore, when we find unsatisfied emotional needs, we should try to satisfy them all we can. However, it should not be surprising if remnants of the hurt, fear, and anger remain. These we can help the student to release and lessen.

How can we lessen past hurts? We can feel how he feels and say it to him. When this is done consistently the teacher soon finds that his own feelings toward the student are changing, that instead of thinking only of himself, the teacher becomes increasingly aware of the student and his feelings, which leads to a welling up of warmth and respect. The teacher, after understanding how the student feels, can accept the student, instead of prodding him into being what the teacher wants him to be, without consideration of either his needs or his hurts.

This type of relationship gets results with the student because he then feels worth being seen and listened to and does not have to make excessive demands for attention. Students feel you are with them then and against them when you argue and scold.

A hurt starts a vicious chain of events; it results from deprivation, a lack of nourishment for some basic need. This deprivation of a basic need leads to anger toward those responsible for the hurt. But the student then starts to fear his anger, for should the teacher discover it, she might punish him or reject him because of it.

Now he is so afraid of his anger that he tries to hide it to reduce the anxiety and tension created by his anger. He may even try to convince himself he does not hate the teacher. However, these feelings fester in his unconscious. If he manages to prevent himself from expressing these hurt and angry feelings verbally or through misbehavior, he will have to keep the lid down on all feelings, including the good, happy, loving ones. He can not let any feelings out for fear the forbidden ones will sneak out with them. As a result; he becomes withdrawn, shy, ill at ease and afraid of almost everything, or he becomes a little angel, the extra good child who never does wrong. Too good is a disguise for feeling and being too bad. If the pressure from the angry, hurt feelings becomes too great, they may leak out in a disguised form by either changing their form, or changing their target.

If the first disguise is used, he does not say "I hate you" to his teacher. Instead he changes the form to being incorrigible or a trouble maker in the classroom. In this way he expresses his anger by causing trouble or is stubborn and negative and expresses his anger through refusals to pay attention, to do assigned work, or even to pass tests.

The student may change the target of his hate feelings by letting his anger out against his friends, or he may let it out against vague opponents by stealing or anti-social acts. He may even turn his resentment against himself by getting sick, by skin eruptions, by accidents that make him unhappy, or through other channels.

The way to deal with aggressions and anger is to let the poison out. Unless pus is let out of an abscess, infection spreads. In the same way "badness" must be let out. If it does not come out, it grows, and other hurts join it. To help him work his "badness" out, the teacher should observe sensitively, and express his feelings and words to him. For example, the teacher might say, "You're so mad at me you don't want to work." When enough of the negative feelings have drained off and been accepted, then the positive feelings which make him industrious, happy, and likeable will return.

Of course, he need not run wild, for dangerous and destructive acts must be curbed. But to do this, we can understand and accept the feelings and guide the actions. As far as feelings go, we should accept them, however nasty, but as for actions, there are limits on what may be done as release. A student may not do any physical harm to any person or object, anything harmful, dangerous or destructive. These are forbidden and must be stopped.

The secret is to channel feelings instead of stopping feelings, remembering that we can actually only stop the act. What a student does in one place does not necessarily carry over to all places, and if he can safely get things out in one place (such as with an accepting teacher or in a counselor's office) with very few restrictions, he behaves better at other times and in other places. So help the student to let out the feelings, even though they may have to be stopped temporarily and rechanneled into different actions. It is not mere forbidding; it is forbidding the act, but not the feeling.

Our job is to help and encourage the outflow through safe channels instead of through harmful and dangerous ones by seeing how he feels, accepting how he feels, and reflecting how he feels in words. Rules are good, but they help only when one feels he is accepted and understood. Only when he feels this way does he want to obey the rules.

Rules should be stated simply, clearly, and impersonally and not like personally tinged whims. The most important element in getting a rule to work is to let a student gripe about it to his heart's content. We must remember that he is bound to be resentful over having this rule imposed on him, so we must provide this outlet for the angry resentment that the rules arouse. When you do, you respect his feelings, and he tries to respect your rules. The more his hostility can come out and be understood and accepted the less he will feel the need to explode. As all this takes place, new understanding, confidence and closeness grow between teacher and student. But remember that it is not just mechanical application of these principles that works, it is the change in the way we feel about our students and as a result the way their feelings for us change. Their troubles and problems are just as big to them as ours are to us, and the more we appreciate their real feelings and really feel with them, the more disciplinary problems will dissipate.

Self-control lies in the direction of keeping the "bad" feelings in the open until they work themselves out. Learning to direct feelings into harmless channels is learning to control, for then the student himself does the controlling by directing the type of expression and not by denying it.

What about conformity to culture? Certainly the student must learn to conform. This is a part of discipline, but we do not want over-conformity, being so hemmed in by the need to conform that he is afraid of being creative and of progressing as he grows, being so set in one pattern that he fails to change and grow as the world about him changes. Individuals need to be free enough to try new ways and new methods, to experiment and to explore. To teach a student to mind for the sole sake of minding is teaching him to accept, unquestioningly, the word of authority. He is then prepared to follow without thought of why he does what he does.

He must learn to consider existing patterns and to conform in appropriate ways, or he will fritter away much time in unconstructive rebellion. For example, good manners are worth knowing, because they free one to interact with other people, but these conforming behaviors must be learned gradually.

How is this best accomplished? Students learn much because they respect their teachers and want to be like them. When this is true they will learn to conform in their own time. If we demand too much too soon, and fight them, they will fight back at us. If they do not fight back, they will become their own worst critics. This is often one of the characteristics of the culturally deprived student.

The important idea to remember then is that the whole person goes to school. Not just his intellect. Not just his body. As his emotions are released and accepted, they grow less intense, and another part of emotional living has a chance to come into being and flourish - the part that tends to light the spark of enthusiasm, that propels him to tackle difficult tasks willingly, that stirs him to warmth and tenderness.

We realize that these principles are idealisitc and that ideals are rarely translated into practice. Nevertheless, if only one teacher learns to practice these ideals to some extent we would feel this was worth the effort.

VII METHODS OF EVALUATING PROGRESS

It is imperative that any program designed to advance culturally deprived youth be evaluated to determine its effectiveness. The results of this evaluation can be used to improve the program. The worth of such a program must be measured in terms of the evaluative criteria stated later in this section in the methods of evaluation. The terms used are very similar to the terms used in the section on the identification of the culturally deprived youth. However, it can readily be seen that there is a distinct difference between a student who has only been discovered to be culturally deprived and a remedied situation that removes a student from the classification of the culturally deprived.

It is with the purpose of determining the degree of success of remedial efforts that the following methods of evaluation are suggested:

1. TESTING INSTRUMENTS In attempting to identify and help the culturally deprived student, we can make extensive use of testing instruments to indicate initial and later levels of achievement, aptitude, and general intelligence. Tests that could be used are the following: "The Wide Range Achievement Test"; the "Differential Aptitudes Test"; the "Stanford Binet Intelligence Scale"; and the "Wechsler Intelligence Scale for Children."

The same testing instruments, making use of the different forms available, can be used periodically as the student is given opportunity to progress in a definite program designed for this purpose. The results of the testing instruments may indicate progress or lack of progress. As a result these findings can be used to improve the program.

2. SOCIAL INSTRUMENTS Usually in any geographic location, be the area of the location small or large, there are certain socially accepted patterns of behavior held by the individuals of the area. These patterns will largely govern the social behavior of the individuals involved. The social instruments will indicate conformity to these generally accepted behavior patterns. The behavior of the individuals as to conformity or non-conformity to the accepted patterns will determine to a large extent the acceptance or rejection of individuals by the group at large.

It may be assumed that in many cases the rejection of the culturally deprived youth will be closely related to his inability or lack of desire to accept these patterns to some degree as an acceptable way of social living.

Social instruments may be used in a follow-up program of evaluation to determine if desirable change has taken place in individuals or groups of individuals. The"Vineland Social Maturity Scale" is probably the instrument that would best fulfill this purpose.

3. ANECDOTAL RECORDS Records of this type can be extremely useful in the evaluation of a program geared to help the culturally deprived youth. Anecdotal records are usually brief narratives written at the time or close to the time that something of significant interest takes place. In a pre-determined mental awareness to be consciously alert to the behavior, actions, and reactions, of individuals or groups in the program such as stated previously, patterns begin to emerge that help to determine the effectiveness of the program. Anecdotal records may be kept by several interested individuals and then studied or discussed constructively.

4. OBSERVATION Persons involved in a program designed to help the culturally deprived youth should be continually alert to the actions and interactions of the students in the program. Personal observation may sometimes be the best method of evaluation in determining progress of individuals. Careful observation of facial expressions, gestures, and tone of voice are particularly helpful in evaluation or interpretation.

5. GROUP SHARING Members of the instructional staff may come together from time to time in a closed meeting and share information with each other. It is a truism that different persons involved in a critical evaluation will interpret somewhat differently. This diversity of ideas in a group sharing situation usually tends to speed up the development of an effective program.

6. REFERRAL AGENCIES Referral services have reference to civic or community agencies which could aid in special problems that are difficult to handle in an ordinary school program such as is found in the Henderson area. When such agencies are available to handle psychiatric problems, extreme social problems, problems of a physical nature, marital problems, home problems, etc., then effective community referral service can be established. The personnel who would staff these agencies could provide independent, specific evaluations of particular students in the program and additional thinking and stimulation.

VIII SPECIFIC RECOMMENDATIONS

The curriculum in the Henderson and Henderson County systems is set up to meet the needs of the average and above average students. Improvements and changes in the curriculum to meet the needs of the socially deprived are listed as follows:

1. SPECIALIZED INSTRUCTIONAL MATERIAL

Specialized instructional materials should be made available in all phases of the curriculum to aid the teacher and the socially de- [illegible] materials are available and may be used along with or in place of the adopted textbook. These materials are designed to upgrade reading skills through emphasis on vocabulary building, self-testing, comprehensive exercises, daily silent reading and communication skills development. (Examples of material available are included in the appendix)

We recommend a program in all subject areas that would use these specialized materials.

2. TESTING

If specialized materials are not used then special concern should be used in the preparation of tests so that the socially deprived student will understand them. These deprived students usually have trouble in reading and comprehension and many times are unable to show the teacher how much they have learned due to their inability to understand the test itself. If possible, oral administration of the tests could be used with individual students.

3. REQUIRED SUBJECTS

The state Board of Education which sets up the requirements does not make allowances for the testbooks and materials that are needed to teach the socially deprived student. An enrichment program in reading should be set up to aid these students in the high school. This should be made a requirement and scheduled during the regular school day. If this is impossible remedial reading courses should be available for the student after school or in the evening at a specific time and place.

4. CLASS TIME

If these socially deprived students could be motivated to attend special classes after school, to would be feasible to set up an after school enrichment program and pay these teachers that will work with these students. If enough students could be guided into a program of this type, it is believed that many of the classroom problems would be eliminated.

A weekly schedule, giving the time allotment for those days where short class periods will be used, should be given out on Monday of each week. Doing this will give a teacher a better chance to plan her work several days in advance. To deal with the socially deprived, careful planning is a must. Teachers should not plan to cover a certain amount of textbook material, such as completing a textbook by a certain date. They should instead plan for the students to learn one topic before moving to the next and feed in related material as the opportunity presents itself. Special attention should be given to experiences and not just content.

ADMINISTRATION

The culturally deprived student's contacts with the administration are of extreme importance. The administration plays a major role in seeing that the emotional needs of the student are met. The culturally deprived should be encouraged to take part in all school extracurricular activities as well as school jobs such as office work, serving in the cafeteria, sports managers and the school library. It is hoped that these jobs could be used to enhance self-esteem rather than to reflect unfavorably on the self-image. This could be done by using school leaders, such as cheerleaders, in the same capacity. In seeing that he is an integral part of the school and that the school needs him, part of his emotional needs will be met.

Teacher's schedules could be arranged to provide for more teacher-pupil conferences. This time could be used for more individual work. An evening enrichment program could also provide this individual attention. Teachers from each of the subject areas could be available for help several evenings a week. We suggest that this be on a voluntary basis and the teachers be paid for the extra work.

Since this deprivation is often based on his financial status, the student might be encouraged to overcome this by a work-study program. The student could finish his schooling in morning classes and find afternoon employment with certain interested local businesses in cooperation with school officials. It is suggested, however, that this be done when these students have reached the age of sixteen.

A record system other than cumulative folders providing more financial and personal history including all contacts with the administration would also be helpful. Excessive misconduct would indicate that this student's needs are not being met. With our present system, we as classroom teachers are aware of the child's conduct only in our class.

Concerning counselors, we suggest that a full time dean of girls, who has training in counseling, be employed. Those with full teaching schedules cannot provide this necessary service. The teacher should also be given the option of sending a student either to the administration or the counselor.

SUMMARY

Our desire is that after having read this working paper you will have a better understanding and comprehension of the culturally deprived student. The many characteristics and reasons for his deprivation have been stated along with suggested methods, principles and recommendations to follow in working with them. We would again like to emphasize the importance of a favorable student-teacher relationship as we feel it is of utmost consequence in achieving the desired goals. We cannot stress enough that the disadvantaged student is of no single race or color; however, as a result of one or more of the stated characteristics he has been left out of the mainstream of modern society. Truly, we are challenged to make greater strides in meeting the needs of the culturally deprived student. They are tomorrow the result of what we do today.

APPENDIX

Specific high interest and low voacbulary materials that teachers can use with their culturally deprived students who are far behind their classmates include the following:

HIGH INTEREST -- LOWER VOCABULARY READING MATERIALS

Author	Title	Publisher
Leavell	American Heritage Series	American Book Company
	Golden Rule Series	American Book Company
	American Reading Round Table	American Book Company
	The Deep Sea Adventure Series	Harr Wagner Company
	The Jim Forest Readers	Harr Wagner Company
	Wildlife Adventure Series	Harr Wagner Company
Helen Hefferman	The Reading Motivated Series	Harr Wagner Company
Darby	The Time Machine Series	Harr Wagner Company
Dolch	First Reading Books	Garrard Press
Dolch	Basic Vocabulary Book	Garrard Press
Dolch	Folklore of the World Book	Garrard Press
Dolch	Pleasure Reading Book	Garrard Press
	New Workbooks-Dolcah Puzzle Book	Garrard Press
Fay	Explores Series	Garrard Press
Austin	Discovery Series	Garrard Press
Larricks	Science Series	Garrard Press
	Rivers Series	Garrard Press
Cooke	Good Reading for Poor Readers	Garrard Press
	Beginners Reading Series	Random House
	Landmark Series	Random House
	All About Series	Random House
Bammon & Whitehead	The World of Adventure Series	Benefic Press
Carson	Space Age Books	Benefic Press
McCall	Button Family Adventure	Benefic Press
Hurley	Dan Frontier Series	Benefic Press
Chandler	Cowboy Sam Series	Benefic Press
Wasserman	Sailor Jack Readers	Benefic Press
Dermon	Easy to Read Book	Benefic Press
Cordts	Tommy O'Toole Books	Benefic Press
Egan & Hurlburst	Adventures Hunting	Benefic Press
	The How Series	Benefic Press
	Basic Concepts Series	Benefic Press
	Pioneer Series	Benefic Press
	Our Native American Books	Benefic Press
Gustafson	American Farm Series	Benefic Press
Witty	Reading For Interest-Literary Readers	Heath
	American Adventures Series	Wheeler
	Childhood of Famous Americans Series	Bobbs-Merril
	Beginner Science Series	Webster Publishing Co.
	Classroom Science Library	Webster Publishing Co.
	The Signal Books	Doubleday's
Parker	Reading Laboratories	Science Research
Thurstons	Reading For Understanding	Science Research
	The SRA Whitman Classic Series	Science Research
	Pilot Library	Science Research
	New Rochester Occupational Reading Series	Science Research
	Landmark Series	Random House

	All About Series	Random House
	Beginner Reading Series	Random House
	Remedial Reading Section V.65-66 (catologue)	
	Study Lessons In Our Nation's History	Fallett
	Success in Language / For Slow Learners	Fallett
	World History For Slow Learners	Fallett
	Wonders-Wonder Series	Stech
	Woodland Frolic Series	Stech
	Adult Education Books	Stech
	Group 1 Funitional Illiterates (Gr 4 & below)	
	Group 2 Middle Grades (Gr. 5-8)	
	Group 3 High School	
	Aviation Series	Macmillon
	The Rochester Occupational Reading Series	University of Syracuse Press
	Golden Science Books	Scherster
	Interesting Reading Series	Penns Valley Press
	Teen Age Tales	Heath
	Adapted Versions	College Entrance Book Company
	Scholastic Materials	Scholastic Magazine
	Reader Digest Skill Builders	Readers Digest
	Simplified Classics and Other Easy Reading	Scott Foresman& Co.
	Remedial in Refresher Workbooks	
Martin	Little Owl Books	Holt Rinehart Winston
	Listen and Read Series	Ed. Development Lab
	Study Skills Library	" " "
	Flash-X	" " "
	How To Study	S R A
Smith	Be A Better Reader	Prentice Hall
	Skill Development in Reading	

, THE ONE HENDRED BOOKS MOST ENJOYED BY RETARDED READERS IN SENIOR HIGH SCHOOLS

AUTHOR	TITLES	PUBLISHER
ott; Louisa M.	Little Women	Grosset and Dunlap
cott, Louisa M.	Little Men	Grosset and Dunlap
cott, Louisa M.	Old Fashioned Girl	Grosset and Dunlap
Alcott, Louisa M.	Eight Cousins	Grosset and Dunlap
Aldrich, Bess S.	A Lantern in Her Hand	D.Appleton-Century
Altsheler, Joseph A.	Horsemen of the Plains	Grosset and Dunlap
Black, Kathleen	Manners for Moderns	Allyn & Bacon
Blackmore, Richard D. adapted by Jordan Berglund, Washburne	Lorna Doone	Scott, Foresman
Bok, Edward	A Dutch Boy Fifty Years After	Scribner
Boylston, Helen D.	Sue Barton, Student Nurse	Little, Brown
Brink, Carol	Caddie Woodlawn	Macmillan
Buck, Frank	On Jungle Trails	Stokes
Buck, Frank & Anthony, Edwards	Bring 'Em Back Alive	Garden City
Buckingham, BR (ed.)	Too Many Bears	Ginn
Buckingham, BR (ed.)	The Attack	Ginn
Bughee, Emma	Peggy Covers the News	Dodd, Mead
Burnett, Frances H.	Secret Garden	Gorscet & Dunlap
Cohen, Joseph G. & Scarlet, Will	Modern Pioneers	Allyn & Bacon
Compton, Ray; Brown, M. D. Brown, MD.eds.	The Open Road	Harcourt, Brace
Foe, Daniel	Robinson Crusoe	D. Appleton-Century
Dodge, Mary M.	Hans Brinker	D. Appleton-Century
Doyle, Arthur Conan	Adventures of Sherlock Holmes	Harper
Dumas, Alexander	The Count of Monte Cristo	Longman, Green
Ferber, Edna	Cimarron	Doubleday, Doran
Fisher, Dorothy Canfield	Understood Betsy	Grosset & Dunlap
Gollom, Joseph	That Year At Lincoln High	Macmillan
Grey, Zane	The Short-Step	Grosset & Dunlap
Haggard, Henry Rider (ed. by West)	King Solomon's Mines	Longmans, Green
Halliburton, Richard	Royal Road to Romance	Garden City
Haskell, Helen	Katrinka	Dutton
Herzberg; Paine; Works	Quest	Houghton Mifflin
Herzberg; Paine; Works	Rewards	Houghton Mifflin
Herzberg; Paine; Works	Ventures	Houghton Mifflin
Hill, Joe, Kr. & Hill, C.D.	In Little America with Byrd	Ginn
Hough, Emerson	The Coverd Wagon	Grosset & Dunlap
Jackson, Helen Hunt	Romona	Little, Brown
James, Will	Smoky	Scribner
James, Will	Young Cowboy	Scribner
James, Will	Lone Cowboy	Scribner
James, Will	Sun Up	Scribner
Kaler, James	Toby Tyler	Grosset & Dunlap
Kipling, Rudyard	Captain Courageous	Dobuleday, Duran
Kipling, Rudyard	Jungle Book	Doubleday, Doran

Lane, Rose W.	Let the Hurricane Roar	Longmans, Green
Lewis, Elizabeth F.	Young Fu of the Upper Yangtze	Winston
Lindberg, Charles A.	We	Putnam
Lindbergh, Anne M.	North to the Orient	Boni & Liveright
Lofting, Hugh	Story of Doctor Doolittle	Stokes
London, Jack	Call of the Wild	Grosset & Dunlap
London, Jack	White Fang	Grosset & Dunlap
London, Jack	The Sea Wolf	Macmillan
Malot, Hector	Nobody's Boy	Cupples & Leon
Malot, Hector	Nobody's Girl	Cupples & Leon
McClay, Harriet L. & Judson H. eds.	Story Biographies	Holt
Meador, Stephen W.	T-Model Tommy	Harcourt, Brace
Meigs, Cornelia	Invincible Louisa	Little, Brown
Melville, Herman	Moby Dick (Simplified)	Scribner
Miller, H. A. & Leary, Bernice, eds.	New Horizons	Harcourt, Brace
Mirrieless. Edith R. ed	Twenty-two Short Stories of America	Heath
Moderow, G.; Sandrus, M.Y. et al	Six Great Stories	Scott, Foresman
Montgomery, Lucy	Anne of Green Gables	Page
Mullen, Sarah, & Lanz, M. S. eds.	Playing the Game	D. Appleton-Century
O'Brien, John S.	Silver Chief	Winston
O'Brien, John S.	Valiant, Dog of the Timberline	Winston
Pease, Howard	Jinx Ship	Doubleday, Doran
Pease, Howard	Secret Cargo	Doubleday, Doran
Pease, Howard	Ship Without a Crew	Doubleday, Doran
Pease, Howard	Wind in the Rigging	Doubleday, Doran
Persing, Chester L & Leary B. eds	Champions	Harcourt, Brace
Persky, Louis J.	Adventures in Sport	Ginn
Porter, Gene Stratton	Girl of the Limberlost	Doubleday, Doran
Pyle, Howard	Men of Iron	Harper
Pyle, Howard	Some Merry Adventures of Robin Hood	Scribner
Rice, Alice	Mrs. Wiggs of the Cabbage Patch	D. Appleton-Century
Richman, Frances B.	Reading Is Fun	L. W. Singer Co.
Sabatini, Rafael	Captain Blood	Grosset & Dunlap
Salton, Felix	Bambi	Grosset & Dunlap
Sewell, Anna	Black Beauty	D. Appleton-Century
Singmaster, Elsie	You Made Your Own Luck	Longmans, Green
Spyri, Johanna	Heidi	D. Appleton-Century
Stevenson, Robert L.	Treasure Island	Longmans, Green
Stevenson, Robert L.	Kidnapped	Grosset & Dunlap
Stratton, Clarence Adapted by Moderow	When Washington Danced	Scott, Foresman
Tarkington, Booth	Seventeen	Grosset & Dunlap
Tarkington, Booth	Penrod	Grosset & Dunlap
Tarkington, Booth	Alice Adams	Grosset & Dunlap
Tarkington, Booth	Penrod and Son	Grosset & Dunlap
Terhune, Albert P.	Lad, A Dog	Grosset & Dunlap
Theisen, W. W. & Leonard S. A., Eds	Real Adventures	Macmillan

Theisin, W. W. & Leonard S. A. eds.	Tales of Courage	Macmillan
Twain, Mark	Adventures of Tom Sawyer	Harper
Twain, Mark	Adventures of Huckleberry Finn	Grosset & Dunlap
Twain, Mark	The Prince and the Pauper	Gosset & Dunlap
Webster, Jean	Daddy-Long-Legs	D. Appleton-Century
White, Stewart E.	Daniel Boone, Wilderness Scout	Doubleday, Doran
Wiggin, Kate Douglas	Rebecca of Sunnybrook Farm	Grosset & Dunlap
Williams, Blanche C.	New Narratives	D. Appleton-Century
Wister, Owen	The Virginian	Grosset & Dunlap

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DESEGREGATION AND THE DEPRIVED CHILD
IN THE JUNIOR HIGH

Submitted in Partial Fulfillment
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INTRODUCTION

The purpose of this task group has been to explore and consider some of the problems which will be presented by a program of desegregation in the Henderson city and county junior high schools. We have consulted experienced educators from various parts of the nation in order that we might more fully understand the scope of the difficulties which may confront us and in order that we might consider various techniques for dealing with these difficulties. Of major concern among these problems will be a greater influx of culturally deprived children who are likely to be underachievers scholastically; this higher percentage of disadvantaged children will present some special problems for the school. We have concerned ourselves chiefly with these areas: Identification of the culturally deprived child; teacher, parent, and community relationships; socio-personal relationships within the school; professional and ethical concerns and responsibilities of school personnel. The views expressed here are chiefly the conclusions reached by this group of (fifteen) junior high school teachers and principals.

IDENTIFICATION OF THE CULTURALLY DEPRIVED CHILD

One of the major problems confronting nearly every public school, especially in a city or county where total desegregation is being effected, is the problem of teaching the culturally deprived child instead of merely enrolling him. The first and perhaps most difficult step in helping such a child consists merely of identifying him. This is by no means always simple, especially with junior-high-age students, for adolescence in itself produces some of the "symptoms" common to the culturally disadvantaged child. The culturally deprived child, however, is what he is because he has not experienced the same advantages and opportunities that most children take for granted. In many instances, the basis for these disadvantages is economic, but there are also many exceptions. In any event, there are certain traits which are often characteristic of the culturally deprived child; therefore we need to be aware of them.

Often the culturally deprived child: (a) is hostile (b) is hypersensitive (c) does not work or play well with others (d) has trouble in following directions (e) learns less from what he hears than what he sees or experiences (f) displays very little creativity, (g) has very poor self-concept (h) is accustomed to failure.

TEACHER, PARENT, AND COMMUNITY RELATIONSHIPS

In any school situation a relationship exists among the teachers, between the teacher and the parent and between the parent and the community. The relationships do exist; the quality of these relationships is dependent upon the people involved and the courses of action the people choose.

TEACHER RELATIONSHIPS

As teachers on a faculty who will experience desegregation for the first time this fall, we need to be aware of our responsibility to insure that this beginning is a positive one. It must be a beginning upon which a good sound working relationship can be built.

The white teacher and the Negro teacher alike must be prepared to accept each other as a real person. There are barriers on both sides which must be broken down through a mutual effort in order to establish this person to person relationship regardless of race.

Of equal importance is the relationship which must be built upon the acceptance of the Negro teacher by the white teacher and of the white teacher by the Negro teacher as colleagues. If a school program is to be carried out which will be beneficial to the students, each teacher must accept each faculty member as a colleague without deference to race.

PARENT RELATIONSHIPS

It is fairly well understood and recognised by school officials that a great chasm exists in the communication media between parent and teacher. It may not have been intended to be this way by either party; nevertheless the gap is there.

A situation such as this deprives the child of his rightful place in society. It prevents the teacher from knowing the parents and the parents from knowing the teacher. Therefore, lack of communication prevents some real problems from being solved.

In a society such as ours, where every child is given an opportunity to produce according to his own ability level, all barriers should be removed which would tend to reduce or retard this development. Areas such as discipline, personal hygiene and mental retardation constantly plague the teacher in search for better methods of instruction.

How to establish this type of communication is another matter, parent teacher conferences are helpful - but parent apathy is by no means rare; many parents fail to respond even when presented with a letter requesting their presence at a conference. In the final analysis some of this parent apathy has been brought about by the school in its failure to teach the children their responsibilities as citizens. We must remember that all parents were once school children.

TEACHER - COMMUNITY RELATIONS

America, as we know it today, is a changing country. Prejudices, mores and attitudes are being questioned. Various fearful and frustrated minority and ethnic groups are no longer satisfied with their sub-standard recognition and treatment. Change is being sought and progress is being made. The educational system has joined the march of progress. To be beneficial to all members of our society our schools need the allegience and support of all the citizens of our community. This must be a partnership package!

Education is big business in the Henderson County School System as well as in the other systems of our country. Many teachers are as well educated today as only the administrators were yesterday. Often, the teacher is put in the position of public relations personnel for his profession in his community, sometimes very unknowingly. At other times this could be subtlety manipulated. An instance of this might be that letters are sent to various service leagues informing them of our resource teachers which could be available to speak to them or have informal discussions on such pertinent issues as integration or the [illegible] culturally deprived child. These subjects are directly or indirectly important to every member of our community. In return, community resource people can really add spice to education programs if they are invited.

The communication between the teacher and the community need not always be formal, nor is it! The teacher, as well as the tax-payer, is appraised at the school chili supper or the local supermarket. The teacher should remember to act ethically and in good taste. In return the community should review their impressions of teachers and take them off the pedestals on which they have been placed. They are humans of various races not dynamos which never run out of gas, but grow weary and like actors are not capable of giving command performances without intermissions.

We, as teachers, should not wait for trouble Before we scream for help from our community. The more the public is informed about the goal we are trying to achieve in our schools, the better job we will be able to accomplish.

SOCIO - PERSONAL RELATIONSHIPS WITHIN THE SCHOOL

As a result of total desegregation our schools are going to be confronted with many problems involving socio-personal relationships between the Negro and white students. Both the Negro and white students have heretofore had very little social contact with each other. There are many fears and apprehensions on both sides. Many myths concerning the Negro exist in the minds of white people. Misunderstandings have been prevalent due, for the most part, to lack of communication. It is the responsibility of the school to foster an atmosphere conducive to overcoming these fears, apprehensions, myths, and misunderstandings. It is the responsibility of each teacher to set an example of appropriate behavior in group interactions with both the Negro student and Negro teacher.

Negro and white students will be in close contact with each other in many social functions other than within the confines of the classroom. We must encourage this interaction and take care to see that all traditional social activities continue without any unusual modifications. At the same time we must plan these social activities so that they fill the needs of all children. Every student, Negro or white, has a desire to be accepted socially by his peer group. We must not create social actifities so formal that they will for all practical purposes eliminate many Negro and white students who come from poor environment.

As educators we are going to have to differentiate between acceptable and unacceptable social behavior. Naturally, we want to see an intermingling of white and Negro students in social activities, but we must take care to recognize possible problems before they arise. The problem of mixed dating will doubtless occur sooner or later. It will come as a shock to many and care must be taken in handling such situations. We cannot absolve ourselves from responsibility by taking the attitude that it is outside the realm of the school. Our attitudes and values play a large part in shaping the attitudes and values of our students.

Our school program must have provisions for assimilating all individuals into extracurricular activities but not to the point of manipulating the activities. The opportunity to make the cheerleading squad should be available to the Negro girl however, she must make the squad only by meeting the qualifications of those responsible for selecting or electing her.

It is the responsibility of the administration as well as the teacher to discourage de facto segregation within the classroom. We do not want to checkerboard the classroom but we should not allow the students to segregate themselves nor should the teachers purposely segregate them.

Within a short period of time the children themselves will solve the social problems. Children are largely free of adult prejudices and tend to accept each other on merit.

PROFESSIONAL AND ETHICAL CONCERNS AND RESPONSIBILITIES OF SCHOOL PERSONNEL

ORIENTATION OF NEW TEACHERS

The substantial turnover of teachers which almost every school district currently experiences with desegregation requires a carefully developed plan for the orientation of teachers new to the district or school community. The orientation program needs to be individualized and flexible. The following planning principles may help:

1. Human relations, as always, are most important. It is necessary for supervisors and administrators to be understanding, sympathetic, cooperative, and friendly.
2. Experienced teachers should be involved in the planning.
3. Orientation is a continuous process, not a "one shot" program. However, the early emphasis should be on adjustment to the problems and concerns which the teacher must face immediately.
4. The orientation plan should be comprehensive but not overwhelming.
5. Each principal should have the new teacher in his building evaluate the orientation program by the end of the first semester. Many helpful suggestions for improvement will be forthcoming.

A comprehensive list of planning suggestions should be compiled:

1. Understanding terms and conditions of employment.
   a. Take time for complete and honest discussion of job during interview.
   b. Give full explanation of salary, certification, [illegible] benefits, assignment (as nearly as can be determined), and other terms of employment at time contract is offered.
   c. Review regulations governing rights, privileges, and restrictions at time of reporting and later as questions arise.

2. Becoming acquainted with the community.

   a. Arrange tours of the community to become acquainted with its business, cultural, and educational activities, for personal reasons and for teaching background.
   b. See that invitations are extended to attend and take part in civic, religious, social, cultural, and recreational activities.
   c. Enlist the help of organizations in arranging special events for introducing new teachers.

3. Getting to know school system, its people, and its organization.

   a. Provide information about organization of school system at time application is made and during interviews.
   b. Furnish copies of rules and regulations, statements about policies, philosophy, and practices.
   c. Describe help available, such as teaching materials, supervisory assistance, and special services.
   d. Place copies of courses of study, textbook lists, and similar materials in hands of incoming teachers.
   e. Put new teachers on distribution list for all bulletins, newsletters, and other publications sent to teachers.

4. Learning about the school to which assigned.

   a. Take teacher on tour of building for becoming acquainted with layout and facilities.
   b. Arrange meetings with building principal to learn about obtaining supplies and equipment, keeping records, making reports, handling problems of classroom management and organization, and the other details of school operation.
   c. See that there is time for getting acquainted with other members of the faculty and staff.
   d. Acquaint the new teacher with her professional organizations.

5. Adjusting to the teaching job.

   a. Make time freely available for talking over problems as they arise in private conferences with principal, supervisors, and others, as often as either party feels the need.
   b. Assist the new teacher in getting to know pupils and parents.
   c. Arrange opportunities for viewing demonstrations and observing experienced teachers at work.

d. Schedule meetings of new teachers for discussion of their own special problems.

e. See that the new teacher is given a reasonable and fair teaching load, commensurate with her training, skills, and experience.

f. Provide opportunities for continuing and expanding professional preparation begun in college, by offering in-service education activities specially designed to help new teachers.

From the superintendent's initial letter of welcome, to the greeting from the new teacher's building principal, and finally to his full participation as an experienced member of the staff, the new teacher should feel that he is truly wanted and needed as a vital part of the instructional team.

SUGGESTIONS FOR CURRICULUM ENRICHMENT

We feel that it is the responsibility of the individual school systems to enrich their curriculum so that it will meet the needs of all students. The areas that we feel can be justifiably changed or added to on the junior high level are remedial reading, vocational training, fine arts, and intramurals.

We as junior high teachers have found many students in our classes that have exhibited inadequate reading abilities. True, many of these students come from less fortunate backgrounds. Therefore, by providing a course in remedial reading and exposing the child to new techniques in reading on his particular level, it would help enrich our culturally deprived student in this area.

Vocational training, including shop and home economics, within the junior high school would provide a means through which the culturally deprived might possibly excel, since skills are stressed more than subject matter.

A more concentrated effort toward a fine arts curriculum would also prove very beneficial in giving a culturally deprived individual insight into new areas of learning and would also provide another area in which the culturally deprived child might participate and feel that he has done something worthwhile.

It is our feeling that a well-rounded intramural program would give a larger percentage of the students an opportunity to participate in different sports and games. Through these types of activities the individuals could gain valuable social and physical achievements. The child who might feel alienated from the others in the classroom would have increased opportunities to become "one of the group"---a valuable part of the group.

Enrichment of the curriculum to include remedial reading, vocational training, fine arts, and intramural sports would offer many additional opportunities for the "child who is accustomed to failure" to excel in something. It is probable that such a child's whole outlook toward school and his ability as a student could be influenced so that the child would become a participator rather than an onlooker in the classroom.

MORAL AND ETHICAL GUIDELINES

We feel that certain general rules should be observed by teachers at all times:

1. Teachers should not take a swim-or-sink attitude, but help every student as much as possible.
2. Teachers should not be bullies, but should be firm, fair, and reasonable with all students.
3. Teachers should genuinely like all of their students if possible. It is difficult to be completely fair to students you do not like.
4. Teachers should avoid "pegging" students - assigning them to a certain grade level for the entire term because of their grades for the first grading period.
5. Fear should not be used as a tool for discipline.
6. Teachers should give students a feeling of belonging to their school and their class.
7. It is a teacher's duty to try to make her material interesting. Break the monotony; dont be afraid of change.
8. Keep order, but have a pleasant atmosphere.
9. Tests may become more of a threat than a reward. Try to make them meaningful and realistic.
10. Whenever possible, correct serious disciplinary problems in private.
11. Teachers must not make derogatory remarks about other teachers in the presence of students.
12. Make only constructive criticisms of superiors, administrators, colleagues, and students, and make these criticisms for only those people who should hear them.
13. Teachers must take special care to "practice what they preach; children quickly identify a hypocrite.

If every teacher really observed these rules as he is ethically obligated to do - we should not be faced with many of the accusations which may confront us - accusations of discrimination, favoritism, neglect, and so forth.

SUMMARY

This study is concerned with the investigation of desegregation and the culturally deprived child. Section One relates the methods and procedures used in the study.

Section Two consists of an Identification of the Culturally Deprived Child. It should be made apparent here that any extreme deviation from normal behavior patterns could also indicate deprivation. Different teacher relationships have been discussed in Section Three. Section Four consists mainly of Socio-Personal Relationship within the School. A sound philosophy concerning these relationships will greatly alleviate difficulties in the future. Moral and Ethical Responsibilities of School Personnel have been categorized and treated separately in Section Five.

It is believed that if the ideas presented here were used as guide lines for desegregation and teaching the culturally deprived child we could confront any problems that might arise in the future more fairly and effectively.

CHARACTERISTICS OF THE CULTURALLY DEPRIVED CHILD AND MORE EFFECTIVE TEACHING METHODS FOR WORKING WITH GRADES 4, 5, AND 6

Philosophy

In a democratic society such as ours the education of all people is recognized a fundamental. Men and women responsible for their own government must be literate in order to be in position to deal with the problems that confront them.

In our industrial and highly technical society the schools themselves in constant need of evauluation and change to meet the needs of future citizens.

The schools realize that knowledge alone is not the aim and end of education, but that self-realization, the development of human relationships, achievement of economic efficiency and a willingness and ability to accept civic responsibility are its primary purposes.

With these aims and objectives in mind, we then are in a position to evaluate and assist by all the means at our command that group of our children known as "the disadvantaged" , whatever their disadvantages happen to be.

Characteristics of the Disadvantaged Child

1. He lacks the ability to communicate freely.
2. He has known failure all his life.
3. He feels overpowered by teachers whom he sees as hostile foreigners making new and, to him, unreasonable demands.
4. He fears that he will not be recognized and understood by teachers and middle class children.
5. He is superstitious and inflexible in his beliefs about such things as foods, morality, and family.

6. He has a poor self-concept which has a definite bearing on his learning to read.
7. He has little reason to believe that hard work, self-discipline, and learning will result in success. Knowledge is appreciated only for its immediate ends.
8. There is a desire on his part to live better, but no real wish to attain middle-class standards.
9. He has low levels of anxiety. Anxiety comes only when the policeman arrives or on the day when grade cards are given out.
10. He has very little knowledge of patterns of school behavior
11. He considers that school is unfair.
12. His parents have little or no communication with the school in such ways as attendance at P.T.A. meetings and parent-teacher conferences.
13. He is relatively free from strain and self-blame.
14. He enjoys other members of his family and does not try to compete with them.
15. He enjoys sports and games and frequently looks to this area as an opportunity to excel.
16. He is quite willing to do tasks for the teacher such as passing materials and cleaning chalk boards.

The teacherewill examine test scores of the children to see how achievement compares with mental ability. If a child's achievement deviates very far below the norm for his mental ability, she knows that he will need special help to work up to his capacity.

Because the disadvantaged child has an attitude of failure and hopelessness, the teacher will need to take many opportunities to bolster his self-concept. Whenever possible she will let him participate in schoolroom activities in which he can succeed.

Such activities as household tasks, errands, games, and athletics help the child feel that he has a place within the group. She will constantly be on the alert for any area in which the child can succeed such as art, music, his interest in the out-of-doors, and athletics. The teacher should take time to listen to his confidences and make him feel that he is accepted.

FACTORS AFFECTING CHILD'S BEHAVIOR

These are some of the factors affecting a child's behavior but there is no attempt to set forth any remedial measures to modify or change the effects of these factors.

I. Ideally every child in class should come from a complete family: a happy mother and father each secure and serene in their maternal and paternal roles. A mother and father who care, the two of them working actively and together to build a home, a peaceful center for a child.

   A. Parents should talk things over with their children.

      1. Go along with thei "pretend" games.

      2. Share experiences.

   B. Discipline is the whole base of society. Humans cannot exist together if people lie, if they think only of themselves.

II. Discipline- learning good behavior, distinguishing the right from the wrong, the helpful from the harmful is no different from all else you teach your youngster. Therefore learning principles can be applied to this area.

III. Many Factors Affect Child's Behavior

   A. Those factors in the home environment which affect children's behavior are:

      1. Parental Attitude

      2. Negligent parents

      3. Economic Status

      4. Number of children in home

      5. Material advantages (disadvantages)

      6. Spiritual Values

B. Those factors which affect social environment are:

1. Contact with peers

2. Built up values

3. Community customs

C. A teachers influential factors are:

1. Acceptance

2. Motivation

3. Enthusiasm

4. Development of a model for guide line

D. Factors affecting the emotions which in turn affect behavior are:

1. The possible unloved child

2. Unwanted child

3. Over sensitive child

4. Aggressive child

5. Inhibited child

6. Insecure child

7. The jealous child

SUMMARY

Once a person feels that others need his services his interest or his affections, he usually makes normal progress in social adjustment. The important element is to permit him to feel pleasure in his usefulness.

Each activity in which a person engages from early infancy to old age plays a part in the development of attitudes. These attitudes are to become the guides of his future conduct and determine his mental health. It is essential that the growing child be protected from developing the attitudes that tend to lead to unhappiness- hate, jealousy, suspicion, greed, shiftlessness, and cowardice. He should be taught to develop attitudes of optimism, self assurance, honesty, loyalty to others, progressiveness, a zest for overcoming obstacles.

The Curriculum In Relation To The Disadvantaged Child

The position of the curriculum in relation to the disadvantaged child is of paramount importance and its effectiveness depends upon its flexibility. The flexible curriculum must have some departmentalization. The minimum program should have visiting teachers in the departments of art, music, and physical education while the maximum program should encompass the most advanced team teaching in all areas.

Reading is unique among school activities in that it is both a subject of instruction as well as a tool of other phases of the curriculum. It is only natural that proficicuey in reading should be found to be closely related to the success of the school. Emphasis is therefore put on teaching of reading.

Since good teaching is dependent on understanding of those to be taught, time should be given in the curriculum for continuous diagnosis. Diagnosis is an essential aspect of teaching and is a preliminary step to sound instruction.

Since many children are at a disadvantage on formal testing due to limitation in reading, an informal test should be given because an informal test pinpoints the actual level on which each child can profit. An informal test serves the following purposes:

(1) Corrects grouping that has been set up by formal tests

(2) Assists in placement of pupils coming from other systems

(3) Detects errors such as reversals, omissions, confused letters

As teachers gain precision in evaluating the reading status of children, instruction will tend to become more specific.

The following errors should be detected and corrected as early as possible in the intermediate grades:

DIFFICU	METHOD	MATERIALS
Reversals or inversions of words or letters within words	Have the tudent trace the form of the word, saying the word in syllables as he traces, then have him attempt to write the word without looking and check back. If he makes a mistake, he should begin by tracing again.	Professional reference: Fernald, Grace, Remedial Techniques in the Basic School Subjects
Difficulty in left-to-right movement	Have the student make his own dictionary of new words, emphasizing alphabetical arrangement.	Use a spiral notebook or a file box of cards
	Give completion sentences in which the proper word must be written, as "The boy (was saw) _______ the car.	
	Make flash cards of the words that have been confused and have him say the words to another student	
	Give more phonetic or structural training.	
	Have the student print or type the words. If a typewriter is available, this is better.	
	Call attention to the way the word begins the letter clue at the start. Perhaps use green color to print this letter (start on green) and red for the last (stopping) letter, or underline first and last letter in colors.	
Inadequate vocabulary and Lack of attention to meaning	Present new words in sentences on board or charts. Emphasize experiences of peers or teacher using new words. Use the word orally before the pupil reads.	
Visual problems	Check vision	
Inadequate word attack	Give multiple choice sentences and rhymes in which the proper word is to be selected-- "Ihear a band sand land." Have the student write sentences using the problem word, perhaps making up excercises such as the above for other students.	Use workbooks, such as Basic Reading Skills For Junior High School Use, or Diagnostic Reading Workbooks.
	Use the dictionary to determine meaning differences.	See Scott Foresman's Beginning Dictionary for exercise ideas.

DIFFICULTY	METHOD	MATERIALS
	Train in structural and phonetic analysis.	
	Teach "reading through" the word to the end of the sentence or paragraph, in order to better determine the correct word.	
	While telling a short story, pause and have the pupils supply the missing word.	
	If the problem occurs often, use easier reading materials	
	Direct attention to likenesses and differences in words by using the board, asking the pupils to look for: likeness in words. Mark on board or frame with hands eat cream Differences in words--eat cream Difference in length boy birthday Difference in shape of word dad happy Difference in meaning cool cold	
	Have the pupils quickly pick out words called out orally by the teacher from specific pages in their books	
	Teach spelling and reading together.	Spelling Magic, Books I and II Webster Publishing Co.
	Ditto two list of words, the first list complete the second with letters left out. Have pupils fill in the missing letters on the second list.	
Repetitions of words or phrases	Promote much wide reading of easy, interesting material. Do not require lengthy book reports on outside reading.	
Hesitations on words Word-by-word reading	Use sight-phrase cards, either commercial or teacher made. Flash the entire phrase, and ask for oral or written responses. Use phrases which are for an action, and have pupils respond-these can be pencil and paper actions.	Sight Phrase Cards Garrard Press. (Dolch)

DIFF LTY	MET	MAT LS
	Use a tachistoscopic presentation with basic sight words and phrases.	
	Be sure that silent reading precedes oral reading.	
	Do choral reading, emphasizing phrasing.	
	Use the tape recorder. Have pupil pretend to be an announcer. Dramatize stores, especially the conversational portions.	
	If reading level is beyond primary, use a pacer, but not attempting to extend the rate greatly with each day's work.	
	Extend general basic sight vocabulary by: Games, wide reading. Careful introduction of new words.	
	Discussion of materials read, bringing in words used in selection.	
	Promote as much self-confidence as possible, since hesitation in reading is usually an indication of insecurity. Strive for informality, praise.	Webster Word Wheels, for emphasizing some word structure or sounds
	Discourage finger pointing, lip movement, and vocalization.	
Insertions of letters and words	Check pronounciation of spoken words. If incorrect give the correct pronunciation; have it used in a sentence. Attempt to use the word yourself occasionally.	
	Give exercises in prepared oral reading, such as special reports, tape-recorded broadcasts.	
	Have the student read a passage, then write down the details he recalls, then check to see if there are incorrect insertions.	
	If pupil is adding his own imagination to the print have him dictate stories to be typed.	

Among good materials for informal tests are:

Practice Book Practice Reading
Steck
Austin, Texas

New Practice Readers
Webster
St. Louis

Learning Methods Tests
Mill Center Inc.
Fo. Lauderdale
Florida

Dolch's Words and Phrases List

Of course there are many other tests that help determine the level at which pupils belong. These levels are:
(1) Recreational Level: Pupil finds not more than one unknown word in ea each 100 running words. Oral reading is natural, somewhat rhythmical and well phrased.

(2) Instructional Level: Pupil finds two to four unknown words in each 100 running words, is still well phrased and natural with few tensions showing.

(3) Frustration Level: Pupil missed five or more of each 100 words. Oral reading becomes jerky, repetitive, word by word with tensions showing.

Teaching should not be attempted at the frustration level. Pupils can not learn when the load is too great. On the other hand they learn very little if they read continually at the recreational level. The book at the instructional level is the only book that provides for real learning in reading.

The use of choral reading (reading in unison) is one of the most effective tools employed in remedial reading. The use of this measure is helpful for the appreciation of poetry and rhythm and assists in developing the spirit of belongingness and group cohesion in the class.

A bibliography of some very good material to be used in this field follows:

Anderson, B. S. "Why Choric Speaking?" International Journal of Religious Education. 38:24 (March, 1962).

Casey, J. R. "We Speak Together." National Education Association Journal. 41:572 (December, 1952).

Corbin, R.K. "Three Days To A Greater Interest In Poems." English Journal. 46:163-4 (March, 1957)

Dann, J. A. "Speaking Thoughts Together." Elementary English. 24"289-92 (May, 1947).

Hilsabeck, E. M. "Therapeutic Possibilities of Choral Speaking." Chicago School Journal. 29:27-30 (September, 1947).

Jones, M. V. "Choral Speaking In The Elementary School." Elementary English. 35"535-7 (December, 1958).

Partridge, D. C. "Verse-Speaking As A Creative Art." Elementary English. 25:442-5 (November, 1948).

Sister Mary Henrietta. "Choral Reading In The Grades." School (Elementary Education). 53:599-602 (March, 1945).

Sister Mary Maud. "Choral Speaking: A Means to Better Speech." Catholic School Journal. 53:104 (March, 1953).

Walker, G. "Choral Speech In Its Relationship To Human Understanding." Education. 68"167-74 (November, 1947).

Wohlgenuth, A. "Fifth Grade Speaks and Writes." Elementary English. 30:506-8 (December, 1953).

This group recommends that we ask our Boards of Education of the two local units to incorporate in-service workshops dealing with choral reading; bringing to the teachers competent consultants to assist in this branch of remedial reading.

ADMINSTRATION

The philosophy and practice of the adminstration determines to a large extent whether or not any type of deucation is effective.

The following outline delineates the specific area, function that are of prámary concern in overcoming the problem of growth of the Culturally deprived and desegregated child.

1. Responsibilities of the Adminstration
   1. Getting Equipment.
      A. Seeing that teachers know how to use it.
      B. Principal should encourage its use.
2. Flexible Program (schedule)
   A. Planning Period
   B. Principal should be actively aware of each teachers program.
3. Adminstration must support the faculty.
4. Rules & Regulation revised and updated and given each teacher. (Henderson City)
5. Persons of special skills should be incorporated in City & County systems.
   1. Reading
   2. Basic skills teachers (additional teachers)
   3. Mental Health
6. Community Public Relations: to inform area of pressing problems:
   1. taxes
   2. School Problems.
7. Principal- Teacher Relationship
   1. Orientation
   2. Resourse Persons
8. Principal Self Evaluation
9. Evaluation of Institute.

Integrating the Segregated in the Primary Grades

DEMANDS FOR EDUCATION ARE INCREASING

Increasingly jobs, even the most routine, require a high school diploma or specialized training. This is one of the reasons we believe that integrating the segregated in the primary grades means more than just allowing them to attend classes. This pertains not only to segregation practiced between races, but to segregation within races. We should endeavor, as teachers, to provide experiences and activities through which all groups participate and have a feeling of belonging. It is our responsibility to help transform the unresponsive, apathetic child into one who is actively motivated to achieve. One of our important concerns is to develop an appetite for further learning during the years ahead, and to encourage each child to move upward.

VARIETIES OF "DISADVANTAGE"

The segregated child may be maladjusted in different ways. He may feel rejected, unloved, guilty and without value as a person. He may believe that he can not amount to anything. Some may be so insecure and anxious that any task is intolerable. Failure means further disaster for him, and he may prefer not to try. Some give up without an attempt, or they try to find shortcuts to bring them imagined success. Although they are afraid to risk a real attempt, they daydream their success. They fulfill their fondest dreams in fantasy and trust in luck and magic rather than planned work.

ENVIRONMENT MARKS THE CHILD

Neighborhood patterns and selections tend to surround children with companions whose attitudes reinforce their own. Instead of expressing a positive attitude toward school and books, these children may feel that school is an unhappy prison. This attitude may be passed on by adults or by older children in the family or community. In various neighborhoods a child may have ambition, but it is somewhat hampered by the stigma of his surroundings.

In the home the parent is indifferent, overburdened or rejecting. A child's achievements are passed unnoticed; therefore, the child may depend upon physical or more immediate gratifications. He gets no help in learning to strive for a goal. Since the pre-school child usually has identified himself with the parent of his sex, the life of that parent speaks louder than advice given to the child. Often the parent may feel beaten and hopeless about his own career and as a result resigned himself to 'never getting anywhere'.

This home environment does not supply the child with attitudes or essential skills for achieving. The prevailing environment usually is composed of uneducated parents who seldom read, do not provide books or toys, have no concern for schools, and provide inadequate diet, rest, medical and dental care. Work is a learned habit, and this habit is not found in the homes of many of these children.

SUGGESTED CURRICULUM CHANGES

Since children vary with respect to almost every measurable habit and characteristic, it is impossible for them to progress at the same rate in school. Therefore, provisions should be made in the curriculum to take care of these individual differences.

The curriculum should design experiences that will develop and enrich the child's physical development. When a child enters school, certain abilities and degrees of skill in various activities are assumed - such as the ability to hold a pencil, cut with scissors or color with crayons. However, the disadvantaged child, having no experience with these materials in the past, finds it impossible to master these tasks. To remedy this situation, many multi-sensory experiences can be designed which include touching, feeling, listening, and talking.

Pupils in the primary grades have limited and often distorted notions of the community just beyond their homes and schools. A feeling for local industry, local geography, and for the folk-lore about them, escapes many children; but it always escapes the child whose social movement has been limited by segregation or poverty. Field trips can greatly expand the classroom area.

The curriculum should provide experiences that will promote creativity. Creativity flourishes in a climate which has time for imagination. Thus, reasonable controls, which bring the primary child from the freedom of the home to the restraint of the classroom, must be imposed with understanding. The boredom and frustration which results from extended periods under these new controls may blunt the curiosity and misdirect the energy, alienating the youngster from school experiences before it has started. When primary children must arrive early and stay late in order to accomodate a bus schedule designed for older, more toughened pupils, they may react in ways which reflect negatively upon an otherwise rich school experience.

The curriculum should design experiences to maintain maximum learning communication skills in Math.,, Reading, Listening, and Writing. Thus, the following criteria should be kept in mind by the First, Second and Third grade teachers.

(1) Are you introducing the material in relation to the child's interest, background, and vocabulary?

(2) Are you teaching independent work techniques?

(3) Are you stimulating the child to make good use of his reading ability for his own pleasure?

(4) Are you gauging your subject matter to the abilities and limitations of each individual child?

CHANGES WILL COST MONEY

The enrichment of experiences in communication for pupils and for teachers, but especially for those disadvantaged by practices of segregation, will require the thoughtful expenditure of monies which are, as yet, unavailable in the budgets of either school district. The following proposals anticipate availability of funds which might properly be used to facilitate them. Although Title I of the Elementary and Secondary Education Act might seem a logical source of such financial assistance, this year's $250,000 allocation for all the schools in Henderson City and County will need to be used on a priority basis for many urgent items. Furthermore, these monies seem certain to be delayed until after October 15, 1965, and may not be available until the early part of 1966. The proposals, therefore, are made in the hope that teachers themselves may work toward their implementation, and that final plans, which result from the cooperative efforts of teachers and administrators, may be ready when funds from Title I or from some additional source become available.

HOME VISITATION AND INTER-SCHOOL VISITATION

It is proposed that plans be made to allow compensated time for each primary teacher to visit, at least once each semester, in each home represented in her room; and to spend at least two half days visiting comparable groups in Henderson or elsewhere. During the Fall visitation the teacher will give each set of parents a copy of the orientation handbook "Happy Days"; on her second visit she will deliver the "Evaluation Questionnaire" to be filled out by each set of parents.

Time for home visitation might be allowed during the teaching day by the use of substitute teachers, as would the time for visiting other schools. Since substitute teachers are in short supply, and since many teachers will not wish to be out of their classrooms for the time needed in visiting homes, these teachers might be reimbursed at an hourly rate comparable to that required to hire substitute teachers for their evening visits. It is anticipated that a maximum of fifty hours, per semester, might be required of regular or substitute teachers for both home and classroom visits. If these hours were to carry compensation on the basis of starting salary for an A.B. teacher, total expenditure for teacher visitation could be estimated at $350.00 per teacher, per school year. This expenditure is thought to be covered under definitions included in Title I of the Elementary and Secondary Education Act, or it might be included in other portions of the Act not yet clearly defined.

ADDITIONAL FUNDS CAN ASSIST IN TRANSPORTATION PROBLEMS

Provision is made in Title I, as well as in other portions of the Elementary and Secondary Education Act, for the extension, but not the substitution of services. Plans to get additional use from present bus~~s~~es, or, in the case of limited numbers of smaller children arriving later or leaving earlier, of using privately owned station-wagons, would need to result from agreement and compromise among parent, teacher and administrator representatives. It is proposed that committees with this wide representation be formed to consider the problem of over-long hours for primary pupils and the additional use of buses for educational field trips. Such plans should be made before monies are available, so that necessary applications can be prepared.

Action might be initiated by a joint committee of the teachers and parents groups, with administration and school board representatives joining in the deliberations.

EVALUATION

In evaluating this revised curriculum we would utilize a number of devices. In the classroom we would recommend the use of standardized tests; these would be used as a guide in gauging the progress of the students along physical as well as academic lines. In addition, a sociogram would be constructed, with the questions being asked individually by the teacher in the first two grades. The questions for such a sociogram would be composed by competent personnel.

On the professional level, individual conferences between teacher and principal would serve as an evaluation guide, but group discussions, which will include representatives of the faculty, will take place as a continuation of the Summer Institute on Segregation and Integration.

Finally, we would urge that a questionnaire be given to the parents of each child who is involved in the program. The questions and their wording should be placed in the hands of a competent professional, so that the results will bring the desired evaluation information.

APPENDIX

SUGGESTED TEACHING AIDS IN THE PRIMARY GRADES

Preschool or First Grade

Picture Readiness Game
Who Gets It?- Matching pictures alike and unlike
Readiness for Reading-Workbook
Reading Pad
Story Books
Word Games
Picture Word Cards
Basic Sight Cards
Group Word Teaching Game
Sight Phrase Cards

Second Grade

Picture Word Cards
Basic Sight Cards
Group Word Teaching
Sight Phrase Cards
Consonant Lotto
Vowel Lotto
Basic Sight Word Test
Group Size Picture Word Cards
Group Size Consonant Cards
Group Size Vowel Cards

Third Grade

Basic Sight Cards
Group Word Teaching
Sight Phrase Cards
Consonant Lotto
Vowel Lotto
Take-Vowel Game
The Syllable Game
Basic Sight Word Test
Group Size Consonant Cards
Group Size Vowel Cards

TASK GROUP D

Primary Grades (1, 2 & 3)

Bend Gate

Catherine Buxton

Central

Laura Earley
Clara Gropp

Cairo

Edna Earle Kelly
Obbie Todd

Hebbardsville

Otis Meeks

Jefferson

Donald Gravette
Mary Vogel

Rebards

Frances Moss
Ilene Royster

South Heights

Jane Raber
Augusta Sellers
Gertrude Vincent

Weaverton

Lorene Johnson
Alda Sellers
Hugh Sellers